BPS Scottish Branch Undergraduate Conference 2021

From Cells to Selves

BPS Scottish Branch Undergraduate Conference 2021

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GCU Glasgow Caledonian University	ROBERT GORDON UNIVERSITY ABERDEEN	University of Dundee	University of the Highlands and Islands Oilthigh na Gàidhealtachd agus nan Eilean
University of St Andrews	HERIOT WATT UNIVERSITY	University of Glasgow	UWS UNIVERSITY OF THE WEST of SCOTLAND
BPS Scottish Branch	April 7th, 2021 School of Psychology and Neuroscience University of St Andrews		The British Psychological Society

Welcome

COVID. There I've said it. I didn't want it be our theme but I have said it now. It hit us just over a year ago and my colleagues at QMU did a fantastic job of transferring this conference to completely online and I sincerely applaud them. As the past year has gone on we have all had some choices to make, we could have gone for COVID - Collapse Of Virus Induced Desperation - but we didn't. We went for COVID - Carry On Virtually In Defiance! Now I am not sure that 'defiance' is actually the right word here but we certainly did carry on virtually.

I learned something, or maybe it was just reaffirmed, about the real stuff of Higher Education and society generally. Resilience in the face of adversity is not true grit and stiff upper lip, it's about relationships and they are what make us strong. We have all had our 'moments', our losses, our thwarted aspirations and our disappointments but we are here to celebrate our achievements and they are substantial. To be a graduating student this year is testament to your strength, your friendships, your peers, your participants(!) and your supervisors. Every person who reached out to you as you reached out to them is our shared success.

The motto of the University of St. Andrews is "Ever to Excel" and I am sure that all of our institutions share the same message at its heart. This conference has been organised by a team with the kindness of Jason Bohan (Aberdeen) and Anne Kerr (Queen's, Belfast), the support of postgraduate and academic staff as reviewers and chairs, and the generosity of the BPS and the skills of the online providers K-C Jones has brought us to this point. I am sure it will be a fabulous, informative and fun event and we will gain so much from each other. If nothing else let's excel in our relationships, let's celebrate those around us and their achievements, and most of all, let's Be Kind.

Paul Gardner
School of Psychology & Neuroscience
University of St. Andrews

Please do tweet throughout the day and include @st_psy #BPSScotUG2021

The Programme

Our day starts with some very special people. Professor Gareth Miles, Head of Psychology and Neuroscience, is an eminent neuroscientist who studies the physiology and anatomy of motor systems both in their normal 'healthy' state and when they are affected by conditions such as Motor Neuron Disease. Gareth is joined by our Director of Research, Professor Julie Harris, a leading figure in vision science whose interests include vision and camouflage, three-dimensional motion, locomotion and eye movements, stereo display technologies and the nature of visual representations. We are also very lucky to be joined by Dr Hazel McLaughlin who is an Occupational Psychologist and President of the British Psychological Society.

The timetable for our oral presentation follows on the next three pages with a full listing of the Abstracts for the talks throughout the rest of this programme. Please do also visit the Poster Presentations from 11.30-2.30 and again at the end of the day, we celebrate their contribution as greatly as the oral presentations and if we had had enough space we would have loved to have heard their talks too.

We are also very lucky to have a number of experts from the BPS divisions and this is an ideal opportunity to explore further paths in psychology. You may also be interested in visiting their respective websites for accompanying materials and videos to give you further information about their specialisms.

https://careers.bps.org.uk/

The Chair's of the BPS Student Committee Eduard Daniel and James Vincent Luke will join us at around 4.00pm to introduce the world-famous social psychologist Professor Steve Reicher – if you have studied any social psychology you will have encountered Steve's work or if you follow the news media you will have heard him speak in his role as a member of the Independent SAGE committee advising the Scottish and UK governments on their response to COVID.

9:30 AM - 9:55 AM	**Welcome and Introductions** Paul Gardner, Prof Gareth Miles & Prof Julie Harris, University of St Andrews Hazel McLaughlin, President at The British Psychological Society		
9:55 AM - 10:05 AM	Stretch and Screen Break 1		
	Parallel Session 1		
10:05 AM - 11:05 AM	Parallel 1.1 - Social Psychology **A Not So Beautiful Mind: The Relationship Between Mental Health, Personality and TV Viewing Habits** Megan Donnelly **How am I perceived in different locations? Influences on perception beyond one's face** Maroua El Champasi **The Impact of Social Media Usage Time and Questionnaire Priming on Social Satisfaction** Amy Hunt **The effects of social identity processes on perceived risk at pilot sporting events during COVID-19** Kayleigh Smith **"I want my child to grow up as a human being who is genuinely curious about others": The role of children's books in facilitating conversations about different cultures** Elena Cardle	Parallel 1.2 - Individual Differences **The influence of Emotional Intelligence on the performance of virtual teams in an academic stetting** Anna Stoyanova **Pathogen Disgust Sensitivity as a predictor of Mental Disorder Stigma: the Role of Pathogen Cue Priming** Oona Terhiä **Depression is Related to Religiosity but Not the Perception of Emotion in Voices** Graham Reid **An examination into the effects of personality attributes on communication** Shihab Ahmed **The Relationship Between Handedness and Reading and Writing Proficiency** Samara Gallego	Parallel 1.3 - Health Psychology **Positive Behavioural Support Reduces Challenging Behaviours but Does Not Improve the Quality of Life for Individuals with Intellectual Disabilities: A Meta-Analysis** Ella Scott **The effects of sleep quality and exercise levels on the perceived resilience of young adults during the COVID-19 pandemic** Anna Rose McGrorry **Well-being of Informal Caregivers during COVID-19** Anni Lindroos **An Investigation of strategies for technology use in promoting positive social interactions to tackle loneliness and social isolation in elderly people during times of pandemic** Karen Neil **Barriers to Exercise: An Interpretative Phenomenological Analysis of Students Experiences** Francesca Critchley	

11:05 AM - 11:15 AM	Stretch and Screen Break 2		
	Parallel Session 2		
11:15 AM - 12:27 PM	Parallel 2.1 - Social Psychology **Intergroup Bias & the Formation of Stereotypes via Cumulative Cultural Evolution** Emma Warburton **The effect of intergroup empathy on the perception of equality deservingness and equal treatment of different immigrant groups in Scotland and Germany** Sina Krämer **Investigating the Effects of Non-Native Accents on Perceived Witness Credibility** Isabell Schmidt **The effect of social anxiety on impression formation and forgiveness** Alicja Kolasinska **Undergraduate students' experience of a sense of belonging during the pivot in teaching due to the COVID-19 pandemic** Leonie Schorrlepp **Is there a same-race advantage to successfully detecting deception?** Gwen Kelly	Parallel 2.2 - Individual Differences **Examining the relationship between obsessive compulsive symptomatology, trait mindfulness, and COVID-related stress** Lotte van Aalten **Is there a link between knowledge, stigma and mental health?** Sarah Morgan **The Anatomy of Revolt: An Exploratory Study of Anti-authoritarianism** Darius Cret **Disgust Sensitivity and Self-Stigma in Individuals with Trichotillomania and Dermatillomania** Rebecca Wright **Prevalence and Exacerbating Factors of Body-Focused Repetitive Behaviours in the LGBTQ+ Community** Nikola Pokorna **The effect of the sudden switch to online teaching and exams following COVID-19 on test anxiety and preparation in undergraduate students** Kaitlin Turner	Parallel 2.3 - Health Psychology **The Transition from Woman to Mother** Megan Mackie **A systematic review of online sleep interventions for students** Sarah Smith **Living with Chronic Pain: investigating the psychosocial impact of chronic pain in adults** Nefeli Lambrou **How university undergraduate students learn and apply brief mindfulness instructions for anxiety-provoking aspects of COVID-19** Rebeka Pazmanyova	

12:27 - 12:40 PM	Stretch and Screen Break 3		
	Careers Session		
12:40 PM - 1:15 PM	Careers Session 1 Careers (Clinical) Careers (Neuro) Careers (Counselling)	Careers Session 2 Careers (Sport) Careers (Occupational) Careers (Health)	Careers Session 3 Careers (Research) Careers (Educational) Careers (Forensic)
1:15 PM - 1:45 PM	Lunch Break		
	Parallel Session 3		
1:45 PM - 2:45 PM	Parallel 3.1 - Social Psychology **"They should be treated like anyone else": Responses to Disability-Based Hate Crime Scenarios** Ashleigh Haslam **Is academic success affected by social factors or general anxiety levels?** Lauryn Watson **An investigation into the links between street harassment and anxiety in women** Sarah McClelland **The modulating effect of age on moral distress experienced by final year nursing students** Luis Zambrano **ATV & Helmet use in UK farmers: An exploration study of behaviours and attitudes related to sit-astride agricultural ATVs and helmet wearing in UK farmers** Jana Mihulkova	Parallel 3.2 - Individual Differences **Does self-reported memory performance predict actual performance of prospective tasks in individuals with ADHD?** Andie Jasmin Watson **Exploring Emoji Use and Understanding in Text-based Communication** Rachel McMillan **Does the High, Inflexible Precision of Prediction Errors in Autism or HIPPEA theory truly explains the lived experiences of autistic individuals?** Sarveen Sadique **An investigation into the effects of depression and anxiety on episodic future thinking** Iona Ramsay **Gesture Perception in Major Depression: An fMRI Investigation** Mathilde Sijtsma	Parallel 3.3 - Cognitive Psychology **Did you get that last part? Investigating the impact of online lecture captioning on test performance and subjective stress** Ryan Mclaren **Can the way we think make us ill? Investigating the relationships between metacognition, attachment, personality and psychiatric symptom** Jana Wallberg **A study investigating the new online university environment and the relationship between online engagement and perceived academic success in university students** Andrew Canning **Ideological perceptions of slogans versus their typography** James Kilgour **I don't know what that means, but I know I don't like it: Iconicity and swearing** Elle Milne
2:45 PM - 2:55 PM	Stretch and Screen Break 4		

	Parallel Session 4		
2:55 PM - 3:55 PM	Parallel 4.1 - Comparative/Cognitive Psychology **Do seabirds demonstrate musical preferences and what does this tell us about the origins of human musicality?** Joao Pedro Ramos **Dogs and Mental Health: A study into the effects of watching videos of dogs on self-reported levels of stress, anxiety, and happiness, and physiological arousal** Rebecca Livingstone **Investigating differences in reaction time and working memory between action video gamers and non-gamers** Aurora Katsardis **Uncanny Valley or Uncanny Cliff? Investigating the Moderator effect of the Broader Autism Phenotype on the Uncanny Valley Effect in a Non-Clinical Adult Sample** Annelie Perruchoud **Thinking about one's own thinking: Investigating The Relationships Between Alcohol Consumption, Metacognition and Trait Emotional Intelligence'** Maria Radeva	Parallel 4.2 - Cognitive Psychology **Effectiveness of Audio-Visual Immersion Therapy for Anxiety** Hayley Argyle **Driven by context: Predictive biases in visual perception of dynamic facial expressions** Igne Jasukaityte **Spatial Compatibility in Automatic Imitation: Effects of Interpreting Non-Human Stimuli as Human** Viola Komedova **Investigating the impact of perceptual disfluency on anchoring** Aimee Watts **Using Virtual Reality to Recreate the Synaesthetic Experience** Rebecca Taylor	Parallel 4.3 - Developmental Psychology **Parental attitudes towards inclusive education for children with ASD** Jack McKinlay **Investigating the perceived Beauty and Goodness of Disney characters** Noemi Garbin **I want to be friends with you. An exploration of the role of group norms in children's responses to witnessing an incident of bullying** Gemma MacDonald **Making Sense of Family: A Story Completion Study of the Birth Children of Foster Carers** Bethany Shelton **Does one gender have a greater episodic memory over the other?** Lauryn Pringle

3:55 PM - 4:00 PM	Stretch and Screen Break 5
4:00 PM - 5:00 PM	**Keynote Presentation: Prof Steve Reicher** Introduced by BPS Student Committee
5:00 PM - 5:05 PM	Stretch and Screen Break 6
5:05 PM - 5:45 PM	Poster Q&A Session, Prize Giving and Closing remarks
	Conference Close

Biological Psychology

Title: Do seabirds demonstrate musical preferences and what does this tell us about the origins of human musicality?

Name and that of any co-author(s): Joao Pedro Ramos

Institution/Organisation:
University of St Andrews

Objectives:
Music's production and enjoyment is universal in humans, yet its evolutionary origins are still unknown. Comparative analyses are needed to enhance our understanding of musicality evolution. Interestingly, non-human primates show limited reactions to music, whereas, various musical abilities have been discovered in birds, which might have evolved independently. In contrast to songbirds, seabirds have been absent in the literature. Therefore, investigating music discrimination in seabirds is necessary for generalising previous findings to novel species.

Design:
Here, we presented wild black-headed (Chroicocephalus ridibundus) and herring (Larus argentatus) gulls with high-tempo [rock] and low-tempo [ambient] music. Two speakers were used to simultaneously present both stimuli to a flock of seagulls within their natural roosting environments.

Methods:
Behaviours performed by birds were measured to assess whether seabirds can successfully discriminate between these genres.

Predicted Results:
We are currently collecting the data and predict that sea gulls would show a preference for ambient over rock music, as high-tempo stimulation has been associated with increased stress in captive birds.

Conclusions:
Findings are expected to inform our knowledge of seabirds' auditory perception and musical abilities with important general implications for the evolution of music.

Project Supervisor:
Manon Schweinfurth

Keywords:
evolution, music, sea gull, field experiment, auditory perception

Title: Dogs and Mental Health: A study into the effects of watching videos of dogs on self-reported levels of stress, anxiety, and happiness, and physiological arousal (heart rate).

Name and that of any co-author(s): Rebecca Livingstone

Institution/Organisation:
University of The West of Scotland

Objectives/Purpose:
This study aims to investigate whether videos of dogs, compared to neutral objects has a positive impact on happiness, anxiety and physiological stress. There is very limited research on whether using videos instead of live animals is useful in helping to reduce both physiological stress and self-reported stress and anxiety, so this study aims to show that videos have a similar benefit to interacting with live animals and it reduces the need to place real animals at risk.

Design:
The study will use an experimental design with between and within subjects and the analysis will be conducted using a mixed model ANOVA.

Background:
There is wide research on the use of dogs in combating depression, anxiety and stress. It's clear that dogs are known to make a positive difference to the health of human's and they bring out the best in their owners. Dogs are widely used in university or classrooms in order to help students remain calm throughout the day and bring them joy to their everyday life and research conducted by Lass-Hennemann et al (2014). The studies related to this particular research all involve the use of a live dog however some organisations don't adhere to their health and wellbeing.

Title: Does one gender have a greater episodic memory over the other?

Name and that of any co-author(s): Lauryn Pringle

Institution/Organisation:
University of Dundee

Objectives/Purpose:
The study seeks to better understand whether there is a difference between males and female's episodic memory on a verbally based (and visuo-spatial light) episodic memory task, when general descriptiveness (i.e. the amount of verbal detail generally provided) is already taken into account.

Design:
The study uses a between-subjects design, with a dependent variable of recall performance and an independent variable of gender; general descriptiveness (performance on a separate task) will be used as a covariate in analysis.

Methods:
Participants aged 18 or above, with no health conditions that could significantly impact their memory and that were residents of the UK participated in 2 online sessions, on average a week apart. Episodic memory performance was assessed using a recall task. General descriptiveness was assessed using a descriptiveness task.

Results:
Recruitment is ongoing. An ANCOVA will be used to analyse the data, along with coding.

Conclusions:
Findings will inform us whether there is a gender difference in episodic memory when general descriptiveness has been taken into account.

Project Supervisor:
Dr Elaine Niven

Keywords:
Episodic Memory; Gender differences; Descriptiveness; Verbal Ability; Visuospatial

Cognitive Psychology

Title: Did you get that last part? Investigating the impact of online lecture captioning on test performance and subjective stress.

Name and that of any co-author(s): Mr Ryan Mclaren

Institution/Organisation:
Edinburgh Napier University

Objectives:
Through legislative changes and technological advances, captioning on online lectures has become mainstream. The present experiment primarily investigated whether lecture captioning improves performance and memory recall of information presented in online lectures.

Design:
A between groups design was adopted to investigate: 1) the effect on memory recall of online lecture captioning; 2) whether lecture captioning impacts self-reported state stress (SSSQ) of viewers; 3) whether there was a correlation between test performance and stress scores, implicit of overburdened working memory. 66 participants (M = 15, F=50, other = 1) were recruited via Student Participant Pool and researcher's social media accounts. Participants were fluent English speakers aged 18-39 years (M= 21.7) with no prior knowledge of the lecture content.

Methods:
Participants viewed a recorded lecture on Operation Market Garden in one of three conditions – corrected captions (C1), automatically captioned via software (C2), and no captions (C3). They were then asked to answer questions on the content they viewed and complete the SSSQ.

Results / conclusion:
Although the experiment failed to yield significant results, the null findings may be of interest to lawmakers and educators. Findings are discussed in this context.

Keywords:
captioning; SLS; online learning; COVID- 19; cognitive load; stress

Title: Can the way we think make us ill? Investigating the relationships between metacognition, attachment, personality and psychiatric symptoms.

Name and that of any co-author(s): Jana Wallberg

Institution/Organisation:
University of Dundee

Objectives:
The ability to reflect accurately on one's own cognitive processes, e.g. metacognitive insight, is essential for everyday functioning. This study investigates whether metacognitive ability is predicted by psychometric measures of sub-clinical psychopathology, attachment style and/or personality traits.

Design:
The study was conducted online using a repeated-measures design, with participants completing the task and questionnaires in a randomized order. Key variables included metacognitive performance measured by confidence scores and performance on a psychophysical task, self-reported attachment style, big-5 personality dimension scores and symptoms of anxiety, depression, and obsessive-compulsive behaviour.

Methods:
159 participants completed five questionnaires (ECR-R, STAI-Y2, Zung depression scale, OCI-R, IPIP Big-Five Factor Markers) and a knowledge-based decision-making task measuring metacognitive performance.

Results:
Results are to be finalised. A hypothesis-driven regression approach will test for significant relationships between metacognitive performance and attachment style, personality type and psychopathology. Additionally, an exploratory factor analysis will be employed to investigate underlying dimensions of 'cognitive style' which may explain deficits in metacognitive insight.

Conclusions:
The results will increase understanding of the role of metacognition in psychopathology, along with traits shown to predict the risk of developing a psychiatric disorder: attachment style and personality.

Keywords:
metacognition, factor analysis, attachment style, personality, psychiatric symptoms

Title: A study investigating the new online university environment and the relationship between online engagement and perceived academic success in university students.

Name and that of any co-author(s): Mr Andrews Canning

Institution/Organisation:
University of Glasgow

Objectives:
This study aims to understand the relationship between online engagement and perceived academic success. We are interested in understanding how students interact with the various platforms available, how useful they find them and how they are helping them connect with content, staff and each other. It is hypothesised that students who engage more in online learning present higher levels of perceived academic success.

Design/Methods:
Participants had to be 1st to 4th year psychology students at the University of Glasgow, this was because the online university platforms investigated had to be consistent across participants. Participants completed a questionnaire that measured their online engagement. Furthermore, participants completed an academic confidence/skill questionnaire, the questions asked participants to measure their perceived skill and confidence in areas that are developed throughout their university career to measure perceived academic success. Participants were grouped into low, average, and high levels of online engagement and a regression model was adopted to predict perceived academic success for low and high levels of engagement compared to average levels of engagement.

Results:
Results have not yet been analysed so conclusions can not be made regarding the relationship between online engagement and perceived academic success.

Keywords:
Online Engagement, Academic Success, COVID-19

Title: Ideological perceptions of slogans versus their typography

Name and that of any co-author(s): James Kilgour

Institution/Organisation:
Heriot-Watt University

Objectives:
This study sought to test the effects of typography design choices on the perceived polarisation of political slogans.

Design:
In the main study, a between-subjects design was used; participants were assigned to one of three font conditions as this allowed the analysis to test the typography effects independent of slogan semantics.

Methods:
 UK residents over 18 years old were eligible (n=150): participants rated 24 slogans (real and controls) on a 10-point left-right scale.

Results:
Normality tests indicated the data were non-parametric (all 24 stimuli, p≤0.007). On this basis a Krusal-Wallis test was conducted to compare the means: H(2)=8.144, p=0.017. Therefore, while font conditions did affect the polarisation of the slogans, pair-wise Bonferroni post hoc testing showed the effects were not consistent across the data: only 10 slogans were significantly affected by slogan moderation, however, in every case, the experimental conditions were only significant from the control font and never from one another.

Conclusions:
These data may therefore indicate that, while font choice is important, it only serves to clarify the intended polarisation present in the slogan semantics already. Future studies may wish to utilise a wider array of font types, control slogans, and multi-modal presentation.

Keywords:
Political communication, visual perception

Title: I don't know what that means, but I know I don't like it: Iconicity and swearing

Name and that of any co-author(s): Miss Elle Milne

Institution/Organisation:
University of Aberdeen

Objectives/purpose
This study investigates the mechanisms of relative iconicity by using swear words from unfamiliar languages, and one invented language based on the statistics of English swear words.

Design
Built upon previous thesis work that has found participants are able to identify swear words in unfamiliar languages at above chance levels. Fourteen languages were used including an invented language, created based on the statistics of 45 commonly used swear words.

Methods
Participants were collected through Aberdeen University's participants recruitment scheme and social media advertising. On Testable.org, participants were asked to indicate how "sweary" they believed each word was on a 10-point likert scale. Results shall be analysed using ANOVA and planned t-tests.

Results
Preliminary analyses suggest participants significantly rate invented swear words as more "sweary" than invented neutral words, $t(38) = 5.37$, $p<.001$. Further analyses shall be completed prior to the conference.

Conclusions
These preliminary results suggest that the statistics of swear words are stored and utilised to infer the meaning of unfamiliar words. Further conclusions will be made once data analysis has been completed.

Project Supervisor
Dr Sandie Cleland

Keywords
Language, iconicity, swearing, cognition, utility

Title: Effectiveness of Audio-Visual Immersion Therapy for Anxiety.

Name and that of any co-author(s): Hayley Argyle

Institution/Organisation:
University of Glasgow

Objectives:
The aim of this study was to assess the effectiveness of audio-visual immersion as an intervention for anxiety. We hypothesised participants would feel more relaxed after exposure to stimuli.

Design:
A within-participant repeated measures design was used. Differences in STAIS-5 scores were analysed for each participant.

Methods:
Participants were recruited via the University of Glasgow participant pool, and via social media. Participants registered initial interest, then contacted to arrange participation. 41 participants (16 male, 24 female, 1 other), ages ranged 19-59 years. Materials; Laptop or tablet, internet, Zoom application, and headphones encouraged.

Results:
A significant difference was found between pre- and post-scores of anxiety, $t(40) = 4.28$, $p < 0.001$.. Gender differences had no significant effects.

Conclusions:
Qualitative analysis indicated potential for personalisation, and to exist as a self-contained programme for widespread use and clinical applications. The study demonstrated the feasibility of remote delivery. Limitations to consider are individuals consuming anti-anxiety medications, potential cultural differences, and potential demand characteristics from participants.

Keywords:
Reported relaxation and soothing effects, personal bias affecting the experience, and interaction and immersion experiences.

Title: Gesture Perception in Major Depression: An fMRI Investigation

Name and that of any co-author(s): Mathilde Sijtsma

Institution/Organisation:
University of Glasgow

Objective:
To further understand cognitive biases associated with major depressive disorder (MDD), this study investigated gesture perception in MDD. We expected different neural activity between individuals with MDD and controls when viewing positively or negatively valenced instrumental or expressive gestures in brain areas associated with biological motion perception, including superior temporal, frontal and emotion processing regions.

Design: This was examined using an unpublished functional magnetic resonance imaging dataset.

Methods:
Data were obtained from twelve participants with MDD and twelve matched controls who were scanned while viewing displays of point-light gestures. Point-light displays isolate movement-related information of the gestures from other social cues. A random effects three-way mixed ANOVA with a conservative threshold ($p < .0005$, uncorrected) was conducted in BrainVoyager to investigate effects of group, gesture type and gesture valence on the blood-oxygen-level-dependent signal. Cluster-size thresholding corrected for multiple comparisons.

Results:
Preliminary analyses indicated participants with MDD had increased activity in insular regions compared to controls, which could reflect altered salience processing and attention.

Conclusions:
This suggests MDD is associated with altered brain activity during gesture perception, complementing previously identified mood-congruent biases in biological motion perception. Replications with larger samples should validate these initial findings.

Keywords:
MDD; fMRI; gesture; perception; valence

Title: Driven by context: Predictive biases in visual perception of dynamic facial expressions

Name and that of any co-author(s): Miss Igne Jasukaityte

Institution/Organisation:
University of Aberdeen

Objectives:
This study tests whether contextual information has a top-down predictive influence on visual perception of dynamic facial expressions. If context is used to anticipate emotion, then facial expressions will be perceived as more pronounced when congruent with emotional statements.

Design:
In a within-subjects design, we varied the emotional sentences participants heard (happy, sad) and the facial expression they saw (happy, sad), before comparing them to a less/more intense probe image. We measured the frequency to which a more intense facial expression is perceived as the same as a previously seen face compared to a less intense expression.

Methods:
We will recruit 100 participants using opportunity sampling. In an online study, participants hear emotional sentences, watch a neutral face morph into a happy/sad expression and judge whether a new face matched the last face in the morph. Data will be analysed using a 2x2 repeated-measures ANOVA.

Results:
The results will reveal whether people overestimate facial expressions and whether this process is driven by context.

Conclusions:
This study will enhance understanding of the processes underlying emotion perception and may reveal how predictions bias perceptual representation of facial expressions.

Project Supervisor:
Professor Patric Bach

Keywords:
predictive coding; emotion; representational momentum

Title: Spatial Compatibility in Automatic Imitation: Effects of Interpreting Non-Human Stimuli as Human

Name and that of any co-author(s): Ms Viola Komedova

Institution/Organisation:
University of St Andrews

Objectives:
Some have argued that automatic imitation (AI) effects are strongly influenced by spatial compatibility. However, research using kinematic protocols has only found compatibility effects in response to human or interpreted-as-human stimuli. The objective of this study is to determine whether non-human stimuli are similarly incapable of yielding AI effects in experiments that use reaction time (RT) protocols.

Design:
In this online experiment, participants press computer keys in response to task-relevant stimuli (coloured cues) while congruent or incongruent task-irrelevant stimuli are displayed (moving hands or dots). All participants receive social and non-social stimuli, but to test the impact of interpreting stimuli in a social context, in one condition, participants are told that the non-social stimuli (i.e. moving dots) represent human fingers.

Methods:
RTs of right-handed adult volunteers are recorded by the Gorilla platform.

Results:
Data collection is in progress, but if AI is primarily driven by social information, compatibility effects will be stronger to social cues than to non-social cues, and non-social cues interpreted as social stimuli will also illicit stronger effects.

Conclusions:
AI research has been criticised for measuring spatial compatibility effects rather than imitative effects and we hope to shed light on role of spatial and social factors.

Supervisor: Dr Eoin O'Sullivan

Title: Investigating the impact of perceptual disfluency on anchoring

Name and that of any co-author(s): Miss Aimee Watts

Institution/Organisation:
University of St Andrews

Objectives:
Anchoring is a cognitive bias that shifts decision-makers' numeric responses closer to a presented 'anchor', regardless of the number's relevance. This study investigated whether perceptual disfluency (hard-to-read text) would reduce anchoring effects.

Design:
A pilot study normed trivia questions, with the 15th and 85th percentiles used as anchors for the main study. In the main study, we used a within-subjects design, manipulating anchor (high/low) and text fluency (fluent/disfluent), to assess the effects on numeric answers to trivia questions.

Methods:
Participants for the pilot (n=44) and main study (n=59) were adults (aged 18+) recruited via social media. Data were collected online using Qualtrics. Responses were normalised and analysed using a 2x2 mixed factorial ANOVA.

Results:
A main effect of anchors was observed. No main effect of disfluency was observed. No interaction was observed.

Conclusion:
Our perceptual disfluency manipulation did not affect anchoring effects. This may indicate that anchoring is a particularly robust cognitive bias. A limitation was that some trivia questions used metric units, which may have confused participants accustomed to imperial units.

Supervisor:
Dr Akira O'Connor

Keywords:
decision-making, judgement, cognitive bias, anchoring, perceptual disfluency

Title: Using Virtual Reality to Recreate the Synaesthetic Experience

Name and that of any co-author(s): Rebecca Taylor

Institution/Organisation:
University of Glasgow

Objectives:
The purpose of this study is to examine whether Virtual Reality can be used to recreate the synaesthetic experience. There is a lack of research in this area, with most studies focusing primarily on synaesthetic colours. This study aims to build on previous research by using VR to capture aspects of synaesthesia that traditional methods have been unable to.

Design:
A multiple case study design was used in order to examine a small number of participants' experiences in detail.

Methods:
5 participants were recruited via email and personal connections. Participants first completed a questionnaire aimed at identifying their synaesthetic triggers. This was used to tailor stimuli to each participant. Next, a data gathering session took place via Zoom, where participants provided descriptions of their synaesthetic response to stimuli. After this session, the researcher recreated some of these descriptions in VR. These recreations were presented to participants during a second Zoom call where they provided ratings and feedback.

Results/Conclusions:
Analysis is ongoing. Thus far, VR has been found to be capable of capturing certain elements of synaesthesia that other methods have been unable to, such as texture and small degrees of movement.

Keywords:
synaesthesia, virtual reality, perception, cross-modal correspondences, connectivity

Title: Investigating differences in reaction time and working memory between action video gamers and non-gamers.

Name and that of any co-author(s): Aurora Katsardis

Institution/Organisation:
Edinburgh Napier University

Objectives:
The primary objective of the paper is to examine whether action video gamers and non-gamers show differences in reaction times and working memory, as previous research has shown contradicting results. The hypotheses are firstly, that action video gamers will exhibit faster reaction times and secondly, that action video gamers will achieve better working memory scores than non-gamers.

Design:
The study incorporates a questionnaire about the participant's gaming habits in the last year, as well as an experimental part, where participants complete two rounds of working memory tests and reaction time tests. Participants are categorised as either action video gamers or non-gamers.

Methods:
Approximately 60 participants are expected to be recruited via convenience sampling for the study. Every participant will fill out the questionnaire and take part in all tests, so that scores can be compared between gamers and non-gamers. The experiment runs online via Pavlovia and Qualtrics.

Results:
The results are not yet analysed. It is expected that the results will align with previous research and that action video gamers will display faster reaction time scores and better working memory test results.

Conclusions:
Conclusions cannot yet be drawn, as the experiment is still ongoing.

Title: Uncanny Valley or Uncanny Cliff? Investigating the Moderator effect of the Broader Autism Phenotype on the Uncanny Valley Effect in a Non-Clinical Adult Sample.

Name and that of any co-author(s): Annelie Perruchoud

Institution/Organisation:
University of Glasgow

Objectives:
The uncanny valley effect (UVE) posits that robots that closely resemble humans produce eerie sensations. Recent findings suggest that autistic children may experience the UVE differently to neurotypicals. Extending this finding to the general adult population, the current experiment investigated whether autistic traits predicted individual differences in the UVE.

Design and methods:
A within-subjects online experiment involved participants (n = 73) self-reporting their likeability and eeriness responses to faces ranging from robot to human-like (HLD), and them filling the broader autism phenotype questionnaire (BAPQ). A mixed-effects polynomial approach was adopted to continuously capture the moderator effect of the BAPQ on the non-linear UVE.

Results:
Analyses revealed a significant interaction between the Aloof subscale and HLD on likeability for the first polynomial term ($p < 0.005$). Total BAPQ scores, Pragmatic Language and Rigid subscales had a general effect on eeriness scores ($p > 0.05$), but no significant interaction with HLD.

Conclusions:
The results provide tentative evidence for the distinct mechanisms of action of autism domains on the positive and negative emotions associated with the UVE. Implications for our understanding of human-robot social cognition and its applications in robotics, along with the limitations and future directions of the study are discussed.

Title: 'Thinking about one's own thinking: Investigating the Relationships Between Alcohol Consumption, Metacognition and Trait Emotional Intelligence'

Name and that of any co-author(s): Maria Radeva

Institution/Organisation:
University of Dundee

Objectives:
The present study intends to determine whether excessive alcohol consumption is associated with distorted metacognitive insight and low trait emotional intelligence (TEI) in adults. The following research questions are examined: How does metacognitive insight relate to alcohol consumption? How does TEI affect alcohol consumption? Does metacognitive insight correlate with TEI?

Design:
Little research has attempted to explain alcohol-related impairments by assessing both metacognition and emotion related self-perceptions. Therefore, an online correlational study is designed.

Methods:
An opportunity sample of 125 participants drawn from the general population completed an online survey including the Alcohol Use Disorders Identification Test, Trait Emotional Intelligence Questionnaire, and a perceptual decision-making task with confidence ratings. A hierarchical Bayesian model is employed to quantify perceptual and metacognitive decision-making performance. Separate linear regression analyses are conducted to analyse the relationships between the outcome measures.

Results:
The data are yet to be analysed. It is expected that adults with higher alcohol consumption will be overconfident when evaluating their task performance and have lower TEI. Accordingly, adults with low metacognitive insight will display low TEI.

Conclusions:
Investigating alcohol-related cognitive and emotional processing deficits can help to identify psychological factors underlying alcohol abuse.

Developmental Psychology

Title: Parental attitudes towards inclusive education for children with ASD

Name and that of any co-author(s): Mr Jack McKinlay

Institution/Organisation:
University of the West of Scotland

Objectives/Background:
Increasing numbers of children with ASD are being educated in mainstream schools. Research suggests that successful inclusion is dependent on the implementors. Prior research tends to focus on educators, yet parents are equally as important. A plethora of research quantitatively provides parental inclusion evidence, with limited focus on qualitative literature. To fill this void, the current study aimed to understand parental attitudes towards inclusion, and the impact it has on their child.

Design/Methods:
The study recruited 14 parents of a child with ASD, who took part in semi-structured interviews, asking them their experience of their child's inclusion. Data was analysed using Braun & Clarke's (2006) Thematic Analysis process and identified themes of 1. Feeling Unheard, 2. Implementation, 3. Social, Emotional and Mental Health Impact, and 4. Academic Impact.

Results:
Results suggest inclusion to be lacking in mainstream education as parents feel dismissed by staff members, leading to issues surrounding implementation of inclusion, in turn, negatively impacting their child.

Conclusions:
The study provides a different perspective on current quantitative research, as well as adds to the limited parental qualitative literature. The results allow for possible training and understanding needed to enhance inclusion within mainstream education.

Keywords:
Inclusion, Parents, Qualitative, Mainstream, ASD

Title: Investigating the perceived Beauty and Goodness of Disney characters

Name and that of any co-author(s): Miss Noemi Garbin

Institution/Organisation:
Edinburgh Napier University

Background/Objectives:
In the literature, Disney movies are cited as strong promoters of the beauty-is-good stereotype and studies have demonstrated the negative effects on self-esteem and body dissatisfaction of such messages. Researchers have advocated the intervention of parents as mediators, but no previous studies have investigated parents' awareness of such stereotype. Therefore, the current study aimed to bridge such gap.

Methods:
Using an opportunity sample, 439 responses from parents were analyzed. Awareness of the stereotype was measured rating Disney characters for attractiveness and goodness before and after being informed about the stereotype. Children's quality of life was measured using the parents' version of the KINDLR Questionnaire.

Results:
In line with previous findings, Disney characters here could be dichotomised into good/attractive and evil/unattractive. Data also showed that informing parents on the beauty-is-good stereotype had differing effects on attractiveness and goodness' ratings. Attractiveness ratings increased for positive characters and decreased for negative ones. Goodness ratings decreased for positive characters and increased for negative ones. However, no relation with children's wellbeing was detected.

Conclusions:
The present study confirmed parents' awareness of the stereotype, but no clear relationship was found with children's quality of life, showing no effect of the stereotype on children's wellbeing.

Keywords:
beauty-is-good-stereotype; wellbeing; children's media.

Title: I want to be friends with you. An exploration of the role of group norms in children's responses to witnessing an incident of bullying.

Name and that of any co-author(s): Miss Gemma MacDonald

Institution/Organisation:
Queen Margaret University

Objectives:
Research shows that five-year-olds are not as sensitive to intragroup dynamics as seven-year-olds. We explored how members of Girlguiding Scotland responded to scenarios that were normative or counter-normative to the Girlguiding Promise.

Design:
The study had an experimental design where the nature of the scenario, normative or counter normative, and the Girlguiding section of the participants, Rainbows (mean age = 6.44 years) or Brownies (mean age = 9.17 years) differed in a fully between subjects design.

Methods:
Participants aged 5-10 years (N=48) completed an online survey. One of the illustrated stories (where a Girlguiding member behaved counter normative or normative to the Girlguiding Promise) was read aloud in video format. Participants then responded to pictorial scales asking about their thoughts and feelings about the story.

Results:
Regardless of their Girlguiding section, children judged the behaviour of the individual member differently from that of the Unit as a whole, when she behaved in a counter-normative manner, but not when she behaved in a normative manner.

Conclusions:
The study indicates that younger children might differentiate between the behaviour of an individual member and the rest of their group in contexts where norms are well-established.

Keywords:
Group-Norms, Social-Identity, Vignettes, Group-based emotion, Action-Tendencies

Title: Making Sense of Family: A Story Completion Study of the Birth Children of Foster Carers

Name and that of any co-author(s): Bethany Shelton

Institution/Organisation:
University of Glasgow

Purpose:
To explore birth children of foster carers' experience of fostering.

Background:
Despite identifying themselves as active participants in the family unit, responsible for the care of a vulnerable child, birth children of foster carers are underrepresented in fostering literature. Further, when they are studied this is often for the purpose of improving the outcomes of the foster child, not the birth child themselves.

Methods:
34 story completion texts from 17 UK based birth children of foster carers are used to explore their experience of fostering. An inductive thematic analysis was then conducted on the data.

Conclusions:
The themes confirm initial research identifying key markers of birth children's experience to be adjustment to changes in daily life and the grief of placement endings. This study also highlighted the boundaries birth children employ when constructing the concept of family. These birth children demonstrated a high level of awareness of the dissonance between a foster child's behaviours and feelings, often attributing it to the impact of trauma. This supports the narrative that birth children should be considered as more mature than parents and social workers currently perceive, and thus should be more officially involved in the decisions and processes of fostering.

Health Psychology

Title: Positive Behavioural Support Reduces Challenging Behaviours but Does Not Improve the Quality of Life for Individuals with Intellectual Disabilities: A Meta-Analysis

Name and that of any co-author(s): Miss Ella Scott

Institution/Organisation:
University of St Andrews

Purpose:
Evaluate the effectiveness of Positive Behavioural Support (PBS) in reducing challenging behaviours in individuals with intellectual disabilities and assess the impact on quality of life.

Background:
PBS is a framework for supporting individuals with challenging behaviour. The evidence supporting its efficacy with intellectual disabilities is mixed and the literature utilises a wide range of experimental methods to quantify its impact.

Methods:
A literature review was conducted using keyword database search and reference lists of relevant articles were reviewed. Identified articles were assessed against the inclusion criteria of 1) change to challenging behaviour following PBS intervention, 2) intervention targeted at individuals with intellectual disabilities.

Results:
Challenging behaviours were reduced following intervention (Hedges' $g=1.40$ [95% CI: 1.26-1.55], $p<0.0001$, $k=7$) and maintained long-term (Hedges' $g=2.15$ [95% CI: 1.72-2.58], $p=0.0002$, $k=5$). No evidence was found for quality of life (Hedges' $g=0.63$ [95% CI: -0.17-1.42], $p=0.0886$, $k=4$).

Conclusions:
Whilst PBS may be an effective framework for reducing challenging behaviours, the question of addressing quality of life needs to be considered further. Limitations of this study included mixed methodologies of the studies combined in this meta-analysis and limited data preventing moderator analysis.

Keywords:
Positive Behavioural Support, Intellectual Disabilities, Challenging Behaviours, Quality of Life, Meta-Analysis.

Title: The effects of sleep quality and exercise levels on the perceived resilience of young adults during the COVID-19 pandemic

Name and that of any co-author(s): Anna Rose McGrorry

Institution/Organisation:
University of Glasgow

Objectives:
Research has shown that young adults have been badly affected by the pandemic. However, little analysis has been conducted to investigate preventative factors. There is extensive evidence of the mental benefits provided by sleep and exercise. This includes resilience, which is vital in the current climate. This study investigated the effects of sleep quality and exercise levels on the perceived resilience of young adults during the COVID-19 pandemic.

Design:
A quantitative approach was used. All participants completed an online resilience, sleep and exercise questionnaire regarding their experiences during the initial UK lockdown of March-July (within-subjects design).

Methods:
The survey was completed by 99 participants. All participants were 18-24 years old and were required to have lived in the UK during the initial lockdown. This is because restrictions differed between countries and data would therefore not be comparable. Materials used were the Brief Resilience Questionnaire, Sleep Condition Indicator and Godin Leisure-time Exercise Questionnaire.

Results:
Results are undergoing analysis. Analysis will determine whether sleep quality and exercise levels before and during lockdown correlate with perceived resilience during the pandemic.

Conclusions:
As results have not yet been analysed, conclusions cannot yet be drawn.

Keywords:
Sleep, Exercise, Resilience, COVID-19, pandemic

Title: Well-being of Informal Caregivers during COVID-19

Name and that of any co-author(s): Ms Anni Lindroos

Institution/Organisation:
University of The West of Scotland

Objectives:
Research has suggested increased risk for physical and psychological issues for informal caregivers. Because COVID-19 has risked well-being of general population, this research explored how COVID-19 has affected well-being of informal caregivers who were already in vulnerable position.

Design:
The nature of this study was qualitative, explorative, essentialist and semantic, where discussions of caregiving during COVID-19 were led by caregivers. This was because the aim was to explore subjective feelings, experiences, attitudes, and perspectives.

Methods:
Online written survey with photo-elicitation allowed for distancing and open exploration. Anyone who found the advertisement and identified with the definition of informal caregiver could participate. 2 survey answers were supplemented with 7 public discussion forums with 201 posts, found by search words such as 'Covid-19'.

Results:
Preliminary thematic analysis identified stress, exhaustion, lack of social interactions, prioritizing care recipient, and the dilemma of caregiving at home (no privacy, lack of support) versus care facility (not seeing them). Nature, hobbies and seeking help were common coping ideas. However, the thematic process remains ongoing and themes may be adjusted.

Conclusions:
Results could be helpful in identifying needs of caregivers, especially during a pandemic, when support is limited.

Key words:
caregiver, well-being, photo-elicitation, survey, discussion forum

Title: An Investigation of strategies for technology use in promoting positive social interactions to tackle loneliness and social isolation in elderly people during times of pandemic

Name and that of any co-author(s): Karen Neil

Institution/organisation:
University of Abertay, Dundee

Objectives/Purpose:
To explore and better understand interactions of the elderly during times of pandemic with a specific focus on positive social experiences with technology use.

Design:
Semi-structured interviews modified from Thurston plus a 25-item questionnaire incorporating standard measures including the De Jong Gierveld Loneliness Scale.

Background:
The emergence and persistence of loneliness and social isolation can be recognised through an unintended consequence of routines. Whilst loneliness and social isolation numbers in the elderly continue to grow, the contribution of positive social prescribing of technology use, is a possible goal in understanding the mechanisms for explanations towards future interventions.

Methods:
24 participants, male and female (over 60) took part in an online semi-structured interview, designed to investigate their everyday experiences, and how often and beneficial they found technology.

Results:
Through thematic analysis of coding the transcribed data, themes relating to social and emotional experiences of the participants are expected to be positively mediated by technology uptake.

Conclusion:
If technology use is found to be positively associated with reductions in social isolation, then it may form part of long-term interventions in tackling loneliness.

Project Supervisor:
Dr Ken Scott-Brown

Keywords:
Loneliness, Pandemic, Technology, Elderly

Title: Barriers to Exercise: An Interpretative Phenomenological Analysis of Students Experiences

Name and that of any co-author(s): Miss Francesca Critchley

Institution/Organisation:
University of Glasgow

Objectives:
To understand the barriers students, experience towards exercise, despite knowing its benefits.

Design:
Exercise is crucial to combat the growing rate of non-communicable diseases and mental health difficulties. Students are a group at-risk of reduced exercise and are also at a key time-point for forming long-term health habits. Hence, it is essential to understand the exercise barriers they experience. Previous quantitative research has overlooked the complexity and personal nature of students exercise barriers. Therefore, the present study has taken a qualitative approach to understand student's exercise experiences in depth and allow individual voices to be heard.

Methods:
Six undergraduate students were selected using purposive sampling and each participated in a semi-structured interview exploring their exercise barriers. Photo-elicitation was used to enhance discussion and empower the participant. Transcripts were analysed using interpretative phenomenological analysis.

Results:
All participants experience a multitude of exercise benefits. Nevertheless, they would often not meet their exercise goals. Five themes addressing their barriers were identified: exercise is not a priority, lack of routine, 'people like me don't exercise', societal expectations and embarrassment.

Conclusions:
Students' barriers to exercise are multifaceted and individualised. University exercise services must acknowledge the need for tailored interventions.

Keywords:
Exercise, Barriers, Students, IPA, Photo-Elicitation

Title: The Transition from Woman to Mother

Name and that of any co-author(s): Megan Mackie

Institution/Organisation:
University of Aberdeen

Background:
Pregnancy is a natural process that many women across different cultures experience, but the transformation into motherhood can be a demanding and overwhelming shift.

Design:
To understand how women transform, interpret and cope with this shift, this qualitative study aimed to gain insight into this process through the use of semi-structured interviews.

Methods:
Four women were recruited through purposive sampling, where they either had their baby during the pandemic or their chid was under two years old. Interpretative phenomenological analysis was used to analyse the data to understand how these women have interpreted their own experiences and what their own transition into motherhood has meant for them. Ten themes for each participant were created when coding the interviews which resulted in nine superordinate themes emerging to provide insight into how the four women have transitioned into motherhood, providing a narrative into how aspects of their lives have changed and the challenges they have faced.

Results:
What the analysis reveals is that women's perceptions of themselves and relationships change, following the emergence of a new identity forming after giving birth.

Conclusions:
This study highlights the significant changes that women experience when transitioning into motherhood, with recommendations for postpartum care being discussed.

Keywords:
Pregnancy, identity, transformation, postpartum

Title: A systematic review of online sleep interventions for students.

Name and that of any co-author(s): Sarah Smith**,** Declan McLaren

Institution/Organisation:
University of Glasgow

Purpose:
Our review assessed the efficacy of available online insomnia interventions. However, from a global lens, our review is concerned with encouraging the development of accessible interventions, through online modalities, to best support students' wellbeing.
Background: Students have an alarmingly high prevalence of insomnia. As documented extensively in literature, the effects of insomnia on student wellbeing can be detrimental in both an academic and psychophysiological regard. Considering this, alongside the acceleration of online reliance caused by the COVID-19 pandemic; we reviewed the available online sleep interventions for students.

Methods:
Using systematic methods, the present review analysed the data of eight online sleep interventions - aiming to inform the development of future interventions. This review was pre-registered with PROSPERO and adhered to PRISMA procedures. Eligibility of studies was defined using the PICOS approach, but simply, any online psychological sleep intervention, of any experimental design, demonstrating validated post-intervention effects to sleep and/or mental health in students, was included.

Conclusion:
Whilst our review details the efficacious and limiting characteristics of eight online sleep interventions, centrally, our review discusses the implications of online interventions in regard to the fundamental issues of accessibility within healthcare provision for students.

Supervisor:
Dr Maria Gardani

Keywords:
Accessibility; Interventions; Insomnia; Students; Systematic Review

Title: Living with Chronic Pain: investigating the psychosocial impact of chronic pain in adults

Name and that of any co-author(s): Ms Nefeli Lambrou

Institution/Organisation:
University of Glasgow

Objectives:
Social camouflaging is a concept first identified by the autistic community. It refers to specific behavioural patterns and strategies used by some autistic people to suppress or disguise autistic features. There is reason to believe however, that such behavioural patterns and strategies (sometimes called social compensation) may also be present within other populations, like those experiencing chronic pain.

Design:
Social stigma, mental health difficulties and condition acceptance are some of the parallels between autism and chronic pain which may prompt individuals with chronic pain to adopt coping strategies that resemble autistic camouflaging. Therefore, it is hypothesised that pain disability significantly predicts camouflaging scores, while pain acceptance potentially mediates the relationship between the two.

Methods:
In this study, participants with chronic pain experience completed online questionnaires assessing their pain disability, their pain acceptance and their camouflaging scores using a newly devised camouflaging measure. Statistical analyses will investigate links between the three variables using path analysis.

Results:
Results may show the potential presence of camouflaging-like behaviours in individuals living with chronic pain and relationship directionalities between variables.

Conclusions:
Conclusions drawn will inform on the potential presence and the nature of camouflaging's function within the chronic pain community.

Supervisor:
Dr Chiara Horlin

Title: How university undergraduate students learn and apply brief mindfulness instructions for anxiety-provoking aspects of COVID-19.

Name and that of any co-author(s): Ms. Rebeka Pazmanyova

Institution/Organisation:
University of Glasgow

Objectives:
While brief mindfulness has been shown effective in various domains of health and wellbeing, these findings are mainly based on empirical research. In the present qualitative study, we explored how university students without previous meditating experience learn and apply brief mindfulness to the anxiety-provoking aspects of COVID-19.

Design:
To describe and make sense of participants' experience of mindfulness, we used an exploratory case study design.

Methods:
We recruited 16 undergraduate students without previous meditating experience. In four focus groups, participants firstly identified an anxiety-provoking aspect of COVID-19. Participants then discussed their experience of writing and thinking about this aspect in a focus group. Next, participants listened to a five-minute recording of mindfulness. They applied the instructions to their aspect for two minutes and then discussed their experiences in the focus group. The transcribed data was analysed using thematic analysis.

Results:
Preliminary results suggest brief mindfulness-based instructions were considered clear and easy to learn. Participants were able to experience the anxiety-provoking aspects in a transient way when applying the instructions. In the future, participants would use brief mindfulness momentarily and across domains.

Conclusions:
Brief mindfulness may offer a potential tool helping with the mental health implications of the COVID-19 pandemic.

Title: Investigating the Influence of Socio-Cultural Environmental Factors on Exercise

Name and that of any co-author(s): Miss Sarah Moody

Institution/Organisation:
University of Dundee

Objectives:
Many who intend to exercise never do, this problem is the intention-behaviour (I-B) gap. This study aims to investigate how the socio-cultural environmental factors; social support (SS), perceived safety (PS) and perceived safety from COVID-19 (SC19) moderate the I-B gap. Secondly it aimed to examine how these factors moderate different exercise stages of change (SOC).

Design:
A correlational design was used. 117 students completed an online questionnaire advertised through social media.

Methods:
The International Physical Activity Questionnaire and the stages of change short from for exercise. Theory of Planned Behaviour measured intention. The Multidimensional Scale of Perceived Social Support and two non-validated questionnaires were created for perceived safety and perceived safety from COVID-19 for the socio-ecological factors.

Results:
Multiple regressions are being used to assess if SS, PS and SC19 predict exercise and if they moderate the intention and exercise relationship. Multinomial logistic regressions are being used to assess whether PS, SS and SC19 predict the SOC and whether PS, SS and SC19 moderate the relationship between intention and the SOC.

Conclusions:
It is predicted that as SS, PS and SC19 increase so will exercise scores and that as SS, PS and SC19 increase so will the SOC.

Title: COVID-19 health measure adherence and personality traits

Name and that of any co-author(s): Julia Baumgartner

Institution/Organisation:
University of Dundee

Objectives:
The primary objective of the project is to investigate psychological constructs which are predictive for the adherence to recommended COVID-19 guidelines. The research question aims to obtain a more coherent picture between psychological constructs, perceived susceptibility to health risks and adherence behaviours.

Design:
The online study has a within-participant and correlational design to analyse whether significant relationships can be found between the measures (described below). Methods: Participants were recruited via opportunity sampling, i.e. social media adverts and an advert in the University of Dundee newsletter for students and staff. Overall, 143 people participated. The following measures were used to collect data online via the Jisc Online Surveys platform: COVID health measure adherence, general questions about age, gender and current location, pandemic fatigue questionnaire, Zuckerman-Kuhlman Personality questionnaire and the Reinforcement Sensitivity Theory Personality Questionnaire.

Results: tbc

Conclusions: tbc
The project aims to enable greater understanding of psychological factors influencing COVID-19 adherence and aims to provide valuable insight and considerations when facilitating adherence behaviours in campaigns to prevent the spread of the pandemic.

Keywords:
COVID-19, guidelines, personality, risk.

Individual Differences

Title: The influence of Emotional Intelligence on the performance of virtual teams in an academic stetting

Name and that of any co-author(s): Miss Anna Stoyanova

Institution/Organisation:
Abertay University

Objectives
The purpose of this study is to examine whether Emotional Intelligence (EI) will have a positive relationship with team cohesion, teamwork satisfaction and perceived team performance in virtual teams.

Design
This study includes both quantitative and qualitative design. The correlation between the three variables – Emotional Intelligence, team cohesiveness and perceptions of team performance and satisfaction is examined.

Methods
Seventy University participants completed the survey. Each participant filled four questionnaires – on EI, on team cohesiveness, on perceived team performance and on team satisfaction levels. At the end, they answered two open-ended questions about the students' experience of working in a virtual group. Their answers will be used to see if teams with more emotionally intelligent members perform better than less emotionally intelligent teams.

Results
As previous research, the current study is expected to find that EI and its subcomponents are positively related to increased team performance, cohesiveness and satisfaction.

Conclusions
The current study is still gathering data. Thus, no conclusions can be made at this point.

Project Supervisor:
Scott Hardie

Keywords:
Emotional Intelligence, High Emotional Intelligence, Virtual teamwork, University online group work, Virtual team performance

Title:
Pathogen Disgust Sensitivity as a predictor of Mental Disorder Stigma: the Role of Pathogen Cue Priming

Name and that of any co-author(s): Miss Oona Terhiä

Institution/Organisation:
University of Glasgow

Objectives:
The present study aims to expand on previous findings that mental disorder stigma is predicted by individual differences in pathogen disgust sensitivity and explore a wider array of mental disorders (Bipolar, OCD, BPD, schizophrenia) in the context of this relationship. Additionally, it aims to explore the possibility that pathogen cue priming may strenghten this association. Therefore it is hypothesised that a) pathogen disgust sensitivity predicts mental disorder stigma, and b) this relationship is moderated by the presence of a pathogen cue.

Design:
Between-participants design with pathogen disgust sensitivity as predictor, mental disorder stigma as outcome variable. Pathogen cue priming is a between-participants factor with two levels.

Methods:
All participants answered AQ-27 for each disorder (Bipolar, BPD, OCD and schizophrenia) as a measure of stigma. Each iteration of the questionnaire was associated with a vignette describing a person with the mental disorder, which either included or did not include pathogen cue (randomly assigned). Lastly participants took the TDDS which measures disgust sensitivity on three subscales (pathogen, sexual, moral).

Results:
Work in progress

Conclusions:
The results of the study shall provide insight into the structure of mental disorder stigma, and potentially important consideration for efforts in reducing stigma.

Title: Depression is Related to Religiosity but Not the Perception of Emotion in Voices

Name and that of any co-author(s): Graham Reid

Institution/Organisation:
University of Glasgow

Objectives.
Based on the theoretical importance of interpretation biases, we investigated the relationship between depression and how someone perceives emotion in voices, and whether this relationship was mitigated by religiosity. We hypothesised that a combination of religiosity and perceived emotion measures would significantly predict depression scores in participants.

Design.
A correlational design was used to investigate our alternative hypothesis.

Methods.
739 participants, recruited from religious organisations across the UK, completed the Depression Anxiety Stress Scales and the Duke University Religion Index. Participants also rated the perceived emotion in 140 voices, systematically morphed between happy and sad in seven equidistant steps.

Results.
A likelihood-ratio test revealed that religiosity was a significant predictor of depression, $\chi^2 (12) = 61.40$, $p < .001$. Two hierarchical ordinal models revealed that participants' perception of emotion did not contribute significantly to the religiosity-only model for male, $\chi^2 (1) = .23$, $p = 0.64$, or female voices, $\chi^2 (1) = 0.003$, $p = .96$.

Conclusions.
Aligned with previous research, depression was significantly related to religiosity scores. However, no such relationship with perceived emotion was found, suggesting that how someone perceives emotion cannot predict depressive symptoms over and above one's religiosity.

Keywords:
depression, religiosity, voices, ordinal regression

Title: An examination into the effects of personality attributes on communication

Name and that of any co-author(s): Shihab Ahmed

Institution/Organisation:
Edinburgh Napier University

Objectives
Research has been performed on the Big Five Model of personality and suggests that Openness and Agreeableness predicts empathetic listening. Different theories exist with the literature including the HEXACO model which differs slightly from the Big Five approach as it possesses the honesty-humility domain, which contains scales for sincerity, fairness and modesty. However, the relationship between communication and personality is a field that requires considerable research. The primary objective of this paper was to investigate the relationship between the Honesty-humility domain on the HEXACO model of personality and the subscales (sensing, processing, responding) of the Active-Empathetic Listening Scale (AELS).

Design
Participants (N = 99) were asked to participate through social media and were provided a Qualtrics link to the HEXACO-PI-R 60 item inventory and the AELS questionnaire.

Results
Linear and quadratic regressions were performed to observe the relationships between Honesty-humility and the AELS subscales. Results were non-significant between Honesty-humility and the three subscales of AELS.

Conclusions
Theoretical implications and directions for future research will be discussed.

Keywords:
HEXACO, empathy, personality, honesty-humility, communication

Title: The Relationship Between Handedness and Reading and Writing Proficiency.

Name and that of any co-author(s): Samara Gallego

Institution/Organisation:
Abertay University

Objectives:
Research examining the relationship between handedness and reading and writing proficiency has produced conflicting results. To further investigate this, the current study examined the relationship between strength and direction of handedness and writing and reading proficiency. It was predicted that there will be a relationship between strength of handedness and performance on the cognitive tasks, and scores on the Adult Dyslexia Checklist.

Design:
This is a between subject's design, the independent variable was handedness category (hand strength (score) was also recorded). The dependent variables were cognitive task scores and reading and writing proficiency scores.

Methods:
Participants completed the study on the platform Gorilla and were recruited via convenience sampling. Participants completed three cognitive tasks (digit span test, spelling test and a typing speed task) online, followed by the Adult Checklist for Dyslexia and the Edinburgh Handedness Inventory.

Results:
Data collection is still ongoing. It is predicted there will be a relationship between handedness and writing and reading proficiency.

Conclusions:
conclusions will be drawn once data are processed and analysed.

Keywords:
left-handedness, Dyslexia, EHI, cognitive tasks, language disorders.

Title: Examining the relationship between obsessive compulsive symptomatology, trait mindfulness, and COVID-related stress.

Name and that of any co-author(s): Ms Lotte van Aalten

Institution/Organisation:
University of St Andrews

Objectives:
Research has found a link between the COVID-19 pandemic and increased obsessive-compulsive symptomatology (OCS), and that trait mindfulness acts as a protective factor against OCS. This study examines the relationship between OCS and COVID-Stress, and the impact of trait mindfulness on this relationship. It is predicted higher COVID-Stress will be related to increased OCS, and that trait mindfulness will mediate this relationship.

Design:
An online survey to allow for a large number of participants, participant anonymity, and to comply with restrictions in relation to the current COVID-19 pandemic.

Methods:
Participants are 18+, with as many participants recruited as possible, and will complete a series of questionnaires on OCS, trait mindfulness, COVID-Stress, general stress, anxiety, depression, and rumination. A suite of statistics will be used to analyse the data.
Results: Data collection has just commenced.

Conclusions:
Conclusions drawn from this study will contribute to a better understanding of mental health during a global pandemic and may assist in the identification of groups in need of extra support. Furthermore, if evidence is found to support the prediction that trait mindfulness mediates the relationship between OCS and COVID-Stress, this may bring to light possible treatment opportunities.

Supervisor:
Dr Barbara Dritschel

Keywords:
Obsessive, Compulsive, COVID, Pandemic, Mindfulness

Title: Is there a link between knowledge, stigma and mental health?

Name and that of any co-author(s): Miss Sarah Morgan

Institution/Organisation:
University of Dundee

Objectives:
Evidence suggests that negative stigmas held by others, and oneself, can be detrimental to how people experience psychological symptoms. This stigma may be affected by an individual's knowledge of mental health. Additionally, prior literature suggests some psychological disorders are linked to metacognition, the knowledge of one's own traits and abilities. This study aims to further explore the links between metacognitive ability, stigma and mental health.

Design:
Online, participants completed four psychiatric symptomology questionnaires (the Generalised Anxiety Disorder 7-item scale, the Zung Self-Rating Depression Scale, the Obsessive-Compulsive Inventory-Revised and the Autism Spectrum Quotient); a mental health knowledge questionnaire (the Multiple-Choice Knowledge of Mental Illnesses Test); and a perceptual decision-making task with confidence ratings to measure metacognitive ability.

Methods:
Linear regression analyses with appropriate correction for multiple comparisons will be conducted to test for significant relationships between self-reported psychiatric symptoms, mental health knowledge and metacognitive ability.

Results:
It is hypothesized that people showing lower overall confidence levels on the decision-making task will report higher levels of psychiatric symptomology and mental health knowledge.

Conclusions:
The findings of this study could help to facilitate the way mental health is discussed and taught, and how those struggling with their mental health are supported.

Title: The Anatomy of Revolt: An Exploratory Study of Anti-authoritarianism

Name and that of any co-author(s): Mr Darius Cret

Institution/Organisation:
University of Aberdeen

Objectives/Purpose:
The purpose of the study is to identify relationships between political ideology, authoritarian submission, social norm espousal, and utopianism.

Design:
The study employed a within-subjects, correlational design, in the form of an online survey.

Methods:
Participants (N=113) were recruited through opportunity sampling via social media and word-of-mouth. Materials consisted of 4 questionnaires: Ideology Scale items developed for the present study, the Authoritarian Submission Index (AS), the Social Norm Espousal Scale (SNE), and the Utopianism Scale. On a survey website, participants were required to rate the extent to which they agreed/disagreed with each statement.

Results

A preliminary analysis found a significant positive correlation between Authoritarian Submission and Social Norm Espousal scores ($r = .77$, $p < .001$). A significant negative correlation was revealed between Utopianism and Authoritarian Submission scores ($r = -.28$, $p < .005$).

Conclusions

The correlation between AS and SNE scores indicates that individuals with anti-authoritarian tendencies may also tend to reject internalising social norms and expectations. Utopianism negatively predicts AS, indicating that individuals upholding anti-authoritarian beliefs may be more prone to engaging in utopian thinking. The findings also provide empirical validity to novel measurement scales.

Project Supervisor
Dr. David Sutherland

Keywords:
anti-authoritarianism, political psychology, personality, utopianism

Title: Disgust Sensitivity and Self-Stigma in Individuals with Trichotillomania and Dermatillomania

Name and that of any co-author(s): Miss Rebecca Wright

Institution/Organisation:
University of Glasgow

Objectives/Background:
The behavioural immune system aids humans in avoiding pathogens in the environment. However, this system may overgeneralise, leading to the avoidance and stigmatisation of individuals with non-infectious conditions, such as body-focussed repetitive behaviours (BFRBs). We investigated whether this overgeneralisation extends to internalised stigma. It was anticipated that pathogen disgust, not sexual or moral disgust, would predict self-stigma in those with BFRBs.

Design:
A correlational design was employed to investigate the relationship between disgust sensitivity and self-stigma in individuals with trichotillomania and dermatillomania.

Methods:
527 participants were recruited through social media and BFRB-focussed forums. Participants completed an appropriate screening questionnaire for their self-identified BFRB. Self-stigma and disgust sensitivity were then measured using the Internalised Stigma of Mental Illness-Brief scale (ISMI-B) and Three Domains of Disgust Scale (TDDS), respectively.

Results:
Multiple regression analyses are currently being performed, with ISMI-B scores acting as the outcome variable. The predictor variables are the TDDS scores from the pathogen, sexual, and moral domains.

Conclusions:
This research may provide further insight into stigmatisation induced by disgust and the behavioural immune system, as well as the self-stigma experienced by those with the under-researched conditions of trichotillomania and dermatillomania.

Keywords:
disgust, self-stigma, trichotillomania, dermatillomania, BFRBs

Title: Prevalence and Exacerbating Factors of Body-Focused Repetitive Behaviours in the LGBTQ+ Community

Name and that of any co-author(s): Mr. Nikola Pokorna

Institution/Organisation:
University of Glasgow

Objectives:
Even though LGBTQ+ individuals are at high risk of experiencing mental health issues, no research has investigated the associations between LGBTQ+ identity and body-focused repetitive behaviours (BFRBs). This study aims to explore this possible link, by looking at the prevalence of BFRBs in the LGBTQ+ community and exacerbating factors.

Design:
This study employs a between-subjects design to compare differences between BFRB groups and a control group. The independent variable is having a BFRB and the dependent variables are mental health, outness, family rejection, discrimination, intersectional stigma, and dysmorphic appearance concern.

Methods:
LGBTQ+ participants were recruited via convenience sampling to complete an online survey consisting of several scales via Qualtrics. Data analysis of 753 participants is carried out using t-tests, analyses of variance and covariance.

Results:
Data analysis is still in progress. We expect to find a higher prevalence of BFRBs in the LGBTQ+ community comparing to the literature on heterosexual/cisgender counterparts, and group differences due to increased stressors in the BFRB groups.

Conclusions:
Results of this study may contribute to the understanding of what triggers BFRBs. These findings could also help improve treatment of BFRBs and provide support for LGBTQ+ individuals.

Keywords:
LGBTQ+, BFRBs, stigma, discrimination, mental health

Title: The effect of the sudden switch to online teaching and exams following COVID-19 on test anxiety and preparation in undergraduate students

Name and that of any co-author(s): Miss Kaitlin Turner

Institution/Organisation:
University of Glasgow

Objectives:
Our study considered the effect of switching to online exams following COVID-19. Particularly, how this switch affected experiences of test anxiety and changes in preparation for UK undergraduate students was of interest.

Design:
As this research was exploratory, qualitative interviews of final year undergraduate students and recent graduates took place.

Methods:
Fifteen participants were recruited via social media adverts to reflect a range of universities and courses, thus increasing applicability of findings. Interviews were conducted via Microsoft Teams and recordings were stored on a secure device. Identifying information was anonymised upon transcription.

Results:
Interpretive phenomenological analysis provided in-depth insight into idiosyncratic experiences of students. Five main themes were identified: environment, exam format, timeline of anxiety, staff/student communication and reflection and the sub-themes were: reduced social element and academic stimuli, exam format, preparation style, optimal anxiety and general anxiety.

Conclusions:
Based on current and previous findings, we concluded that student experiences varied dependent on individual differences such as learning style and exam format. Moreover, future directions for practical exam administration and research in this area were determined to increase truth value of future findings which the current study may lack.

Keywords:
test anxiety, preparation, general anxiety, learning style, exam format

Title: Does self-reported memory performance predict actual performance of prospective tasks in individuals with ADHD?

Name and that of any co-author(s): Andie Jasmin Watson

Institution/Organisation:
University of Dundee

Objectives

Individuals with ADHD have deficits in prospective tasks and everyday memory. This study investigates how aware ADHD individuals are of their prospective memory (PM) by determining whether self-reported memory performance predicts actual PM performance. This is the first study to investigate this relationship in ADHD individuals.

Design

A cross-sectional design investigated the relationship between self-reported PM and actual PM performance.

Methods

Students who have (or are awaiting) a diagnosis of ADHD participated online. Self-reported memory performance was assessed via the Prospective and Retrospective Memory Questionnaire. Actual memory performance was assessed via time-based (perform an action at particular time) and event-based (perform an action on particular stimulus appearance) PM tasks, embedded within lexical decision and category segmentation tasks. Participants completed the Generalised Anxiety Disorder seven-item assessment scale, and given the option to describe memory difficulties.

Results

Recruitment is ongoing. Regression analysis will determine the extent to which self-reported predicts actual memory performance. Analyses will also consider whether actual predicts self-reported memory performance over any contribution of anxiety performance.

Conclusions

Findings will inform our understanding of the relationship between self-perceived and actual memory performance in individuals with ADHD; understanding this relationship may help symptom management.

Supervisor:
Dr Elaine Niven

Keywords
ADHD; prospective; memory; self-report; anxiety

Title: Exploring Emoji Use and Understanding in Text-based Communication

Name and that of any co-author(s): Miss Rachel McMillan

Institution/Organisation:
University of Glasgow

Objectives:
The purpose of this study is to explore how emojis might be used in text-based communication and whether people with autistic or social anxiety traits might use and interpret them differently.

Design:
Adopting a within-subject design, this study presents participants with text message-emoji scenarios in three conditions in which they are asked to rate them on their believability and perceived mood, with an additional measurement of response time.

Methods:
Participants were recruited on a voluntary basis using social media platforms. Appropriate questionnaires indicated participants with high autistic social anxiety traits. The study was administered online through the University's experiment platform and data was collected and analysed in R.

Results:
The researchers expect the results to indicate shorter response times in the incongruent emoji-text conditions and increased ambiguity in response to the believability of the incongruent emoji-text pairings. The participants with autistic and social anxiety traits are further expected to have increased response time and ambiguity compared to those without autistic and social anxiety traits.

Conclusions:
By exploring differences in emoji use and how they facilitate text-message interactions there is potential to understand how emoji may benefit the autistic community and individuals with social anxiety as a positive communicative tool.

Title: Does the High, Inflexible Precision of Prediction Errors in Autism or HIPPEA theory truly explains the lived experiences of autistic individuals?

Name and that of any co-author(s): Sarveen Sadique, Greta K. Todorova, Rosie Hatton, Frank E. Pollick

Institution/Organisation:
University of Glasgow

Objective:
A good autism theory must capture the reality of autistic individuals. A predictive coding framework known as the High, Inflexible Precision of Prediction Errors in Autism (HIPPEA) theory explains the autistic experience. Our aim was to understand to what extent the HIPPEA theory resonates with the lived experiences of autistic individuals.

Design:
A combined qualitative approach was used where themes were identified deductively, based on the HIPPEA theory, and inductively to capture information grounded in participants' responses.

Methods:
Fifteen participants were recruited. Two online questionnaires were developed - for autistic adults (above 18) and for parents of autistic children (12-18). Data analysis followed an iterative process, which included concordant assignment of deductive and inductive codes clustered to form provisional themes.

Results:
Participants highlighted the difficulty of having fixed predictions for every situation, which could not accommodate variations. However, this was valid to different degrees between individuals with many reporting actively interacting with their environments.

Conclusion:
Whereas experiences of inflexible predictions and the necessity of more information to create a generalisation agreed with HIPPEA's prepositions, others like masking were not easily interpretable. Future research may conduct interviews to elaborate on the findings.

Supervisor:
Greta K. Todorova

Keywords:
HIPPEA, autism, attention, control, predictability

Title: An investigation into the effects of depression and anxiety on episodic future thinking

Name and that of any co-author(s): Miss Iona Ramsay

Institution/Organisation:
University of Dundee

Objectives:
To examine if an individual's level of depression and anxiety predict their episodic future thought abilities.

Design:
A cross-sectional design and analysis will use level of depression, level of anxiety, general descriptive ability, and past recall ability as predictors for episodic future thinking performance.

Methods:
100 participants voluntary took part through social media (age range 18-75). The Major Depression Inventory and The General Anxiety Disorder Questionnaire were used (both self-report questionnaires). A General Descriptiveness Task established a descriptive baseline score. An element from a recombination task to distract from possible negative carryover effects of previous questionnaires; also aided memory retrieval and simulation. A Memory Recall Task, participants recalled three memories, one from each past time period: 1 week, 6 – 12 months and 5 years. A Future Event Simulation Task, participants simulated three possible events from same time periods as previous task. Subjective Experience Questions were asked after each memory recall and event simulation, participants rated vividness of their event, and portrayed strength of emotion.

Results:
Multiple regression analysis will determine the extent to which self-reported predicts future thought ability. Not completed yet.

Conclusions:
Findings will greater the understanding of relationship between depression and anxiety on episodic future thought.

Occupational Psychology

Title: The modulating effect of age on moral distress experienced by final year nursing students

Name and that of any co-author(s): Luis Zambrano

Institution/Organisation:
Glasgow Caledonian University

Objectives:
This study's main objective is to analyse moral distress and its relationship with age in undergraduate students from two nursing programmes at Glasgow Caledonian University.

Background:
It has been suggested that undergraduate nursing students' clinical experience and professional education are suffused with ethical dilemmas and issues that can cause moral distress. However, age is sometimes seen as an antecedent of reported moral distress with younger student nurses experiencing less overall moral distress despite a lack of clinical training experience.

Methods/Design:
Data will be collected through the **Measure of Moral Distress – Healthcare Professionals** (**MMD-HP**), with an anticipated sample, of 50 nursing students completing the inventory and 10 participants for a semi-structured interview with open-ended questions to explore students' moral distress experiences.

Results:
The MMD-HP scores will then be analysed in the statistical software SPSS version 22.0 through descriptive statistical analysis, association tests (t-test and analysis of variance), and inductive thematic analysis will be utilised to develop descriptive themes of participant's experiences with moral distress.

Conclusions:
Moral distress jeopardises the sustainability of the nursing workforce. Therefore, this study's findings may warrant further research into the correlation between age and moral distress to adopt strategies to prepare, nursing students, to cope with morally distressing situations.

Title: ATV & Helmet use in UK farmers: An exploration study of behaviours and attitudes related to sit-astride agricultural ATVs and helmet wearing in UK farmers.

Name and that of any co-author(s): Jana Mihulkova

Institution/Organisation:
University of Aberdeen

Background:
Farming is the most dangerous occupation in the UK. In 2018/19, 36% of agricultural fatalities were caused by a vehicle, 35.7% ATV-related. Head injuries are the leading cause of mortality from ATV use and yet, helmet use remains low. This study used the COM-B model to explore factors influencing (un)safe behaviours related to ATV use and helmet wearing in UK farmers.

Methods:
The study used a mixed-method online survey generated via SNAP and was shared on farmer specific social networking sites and via farming organisations. A total of 210 farmers completed the survey. Analysis was comprised of content, factor and regression analysis.

Results:
Most of the sample considered riding to be dangerous (44.5%). Despite this, almost half (42.7%) stated they never wear a helmet. Content analysis revealed farmers considered helmets impractical as they interfere with ATV operation, and issues with helmet usability; restricting farmers' vision and hearing. Personal risk perception, emotional benefits, cognitive barriers and guideline prompts predicted reported helmet wearing.

Conclusions:
This study provides understanding of farmer behaviours and decisions relevant to helmet wearing via the COM-B model, providing a baseline for the development of interventions to improve safety.

Supervisor:
Dr Amy Irwin

Keywords:
Sit-astride ATV, COM-B model, Personal protective equipment (PPE)

Social Psychology

Title: A Not So Beautiful Mind: The Relationship Between Mental Health, Personality and TV Viewing Habits

Name and that of any co-author(s): Megan Donnelly

Institution/Organisation:
University of the West of Scotland

Objectives:
The study investigated the relationship between mental health, personality, TV viewing motives and binge-watching tendencies - analysing mental health and personality as a predictor of TV viewing.

Design:
The study was cross-sectional and correlational in nature, utilising online questionnaires and a within participant design.

Method:
Participants were recruited through social media platforms. There were 293 participants in the study, 224 female and 69 males, average age of 33.5. Participants completed standardised questionnaires (The Big 5 Questionnaire, Dark Triad Scale, DASS 21. The Watching TV Series Motives Questionnaire and The Binge-Watching Engagement Questionnaire). TV Genre Preference was highlighted among horror, action, animation, thriller/mystery, fantasy and reality TV.

Results:
Depression positively correlates with the escapism ($r=.422$, $p<.001$), loss of control ($r=.265$, $p<.001$), dependency ($r=.303$, $p<.001$) and binge-watching itself ($r=.204$, $p<.001$). Psychopathy positively correlated with social motive ($r=.374$, $p<.001$), loss control ($r=.346$, $p<.001$), dependency ($r=.415$, $p<.001$), pleasure preservation ($r=.345$, $p<.001$) and binge-watching ($.284$, $p<.001$).

Conclusion:
Binge-watching is a common phenomenon amongst the younger generation, with poor well-being being a positive predictor of binge-watching. Psychopathy traits increase dependency related behaviours and poor control. Overall, mental health and personality could be a predictor of the likelihood to binge-watch.

Keywords:
Television, Mental Health, Personality, Binge-Watching

Title: How am I perceived in different locations? Influences on perception beyond one's face

Name and that of any co-author(s): Miss Maroua El Champasi

Institution/Organisation:
University of Aberdeen

Objectives:
First impressions have consequences, and research shows women are judged on trustworthiness and warmth, whilst men are judged on dominance and competence. We investigated what effect locations have on the impression formation process, which has been neglected previously. To investigate the environment, we used locations chosen to reflect gender stereotypes, given the importance of these stereotypes to everyday life.

Design:
Two face (female/male) and three locations types (female/male/neutral) were included with a 2x3 within-subjects design. Six conditions per trait were necessary to counterbalance the combination order.

Methods:
141 UK participants were recruited through Prolific Academic. Ninety Caucasian faces were selected from the US10K database; whilst 180 naturalistic location-images from Google Images were selected via gender-stereo typicality ratings from a previous study.

Results:
Significant main effects for face were found for trustworthiness and warmth. Significant interactions revealed that male faces are perceived as more dominant in a male-stereotypic location, and that both genders were perceived as more competent in their gender-congruent locations.

Conclusions:
Trustworthiness and warmth appears less context-dependent and more facially-dependent, whereas contextual information exerts greater influence over dominance and competence impressions. This pattern could reflect female-associated traits being linked one's intentions, versus male-associated traits being linked to one's abilities.

Title: The Impact of Social Media Usage Time and Questionnaire Priming on Social Satisfaction.

Name and that of any co-author(s): Amy Hunt

Institution/Organisation:
University of St Andrews

Objectives:
This study sought to clarify a current debate in literature about whether social media (SM) usage time significantly predicts social satisfaction (SS), and the impact of positive/negative item priming on SS.

Design:
The study used a between-subjects design where participants completed a positive or negative version of a SS questionnaire which allowed observation of priming effects.

Methods:
Participants were 249 adults recruited online using participant pools and SM. Participants completed an online survey which included a modified SELSA-S SS questionnaire, basic demographics, and weekly time estimates of online and offline socialisation.

Results:
Regression analysis showed that SM usage did not significantly predict SS, although percentage of total socialising time spent online did significantly predict SS. T-tests revealed that the negative priming group had significantly lower SS scores only for the 'friendship' subscale of the SELSA-S.

Conclusions:
We concluded that SM usage time is not an adequate predictor of SS, despite its extensive use within literature. In order to better predict SS, different measures of SM usage should be investigated. We also concluded that it is important for questionnaires about friendships to include positive and negative worded items to avoid priming effects.

Supervisor:
Mr. Paul Gardner

Keywords:
social, socialisation, media, satisfaction, priming

Title:
The effects of social identity processes on perceived risk at pilot sporting events during COVID-19

Name and that of any co-author(s): Kayleigh Smith

Institution/Organisation:
University of Edinburgh

Objectives:
Research has demonstrated the role of social identity processes on the reduction of risk perceived by attendees at mass events. This study aimed to evaluate the processes that reduced perceived risk at pilot sporting events held during COVID-19. It was hypothesised that seeing others' adhering to safety measures would reduce perceived risk via an increase in shared social identity and an increase in expecting support from other spectators.

Design:
This study used a correlational design via an online questionnaire.

Methods:
Spectators from pilot sporting events were invited to complete an online survey (N = 1821) to measure perceptions of others' adhering to measures, shared social identity, support expected from other spectators, and perceptions of risk. The data was analysed via a sequential mediation model.

Results:
Seeing others' adhering to safety measures reduced perceived risk in a partial mediation via increased shared social identity and increased expected support.

Conclusions:
The decrease in perceived risk highlights the importance of understanding and working with social identity processes at mass events to increase safety. The potential behavioural impacts of reduced risk perception should be evaluated in future research.

Keywords:
social identity, risk perception, adherence

Title: "I want my child to grow up as a human being who is genuinely curious about others": The role of children's books in facilitating conversations about different cultures.

Name and that of any co-author(s): Elena Cardle

Institution/Organisation:
Queen Margaret University

Objectives:
We investigated parents' perspectives around talking to their child about cultural diversity, and how they would navigate such discussions.

Design:
Parents were asked to read stories about three worldwide cultural festivals in a repeated measures design, to determine how they would follow-up each of these stories with their child.

Methods:
Participants (N=51) completed an online survey measuring 'willingness to engage in discussion', 'confidence to engage discussion', and 'their openness to different cultures'. Participants reviewed three short videos from a bespoke study book, reflecting each of the festivals, and were asked open-ended questions about how they would follow-up discussion with their child.

Results:
There were no differences in responses to each of the three stories. It emerged that parental willingness to engage in discussion was predicted by openness to other cultures and was moderated by parents' confidence in engaging discussion. Thematic analysis of responses identified 'finding commonalities' and 'using resource/ prompts. Participants said that using resources would assist confidence yet were not aware of available resources.

Conclusion:
Previous research indicates parents play an integral role in forming their child's views of different cultures. Participants were open to discussion and would value resources to assist them.

Keywords:
Culture, Facilitating, Books, Education, Prejudice

Title: Intergroup Bias & the Formation of Stereotypes via Cumulative Cultural Evolution

Name and that of any co-author(s): Miss Emma Warburton

Institution/Organisation:
University of Aberdeen

Objectives:
To establish whether intergroup bias influences the formation of stereotypes via cumulative cultural evolution.

Design:
A minimal group paradigm manipulation was used to determine how group membership influenced how information evolved as it passed from person to person down transmission chains.

Methods:
Participants were assigned to a novel team where they took part in a team competition against an opposing team. They were then required to learn personality attributes associated with members of their own team and members of the other team. These attributes were random at the start of the chain. Whatever attributes a person recalled at test were used as learning material for the next person in that chain. There were 32 chains of 5 participants (N=160).

Results:
We found that as information passed down the chains it became increasingly simplified, categorically structured, and learnable: consistent with our predictions. However, there was no effect of the predicted influence of intergroup bias effects, showing no difference between the ingroup and outgroup on any of the dependent measures.

Conclusions:
The current research supports the possibility that stereotypes can form via cumulative cultural evolution but does not support intergroup bias as a contributing factor of stereotype content.

Title: The effect of intergroup empathy on the perception of equality deservingness and equal treatment of different immigrant groups in Scotland and Germany.

Name and that of any co-author(s): Sina Krämer

Institution/Organisation:
Edinburgh Napier University

Objectives:
Equality is not applied equally to all minority-groups which contradicts the basic understanding of equality. Moreover, research in intergroup similarities suggests that immigrant groups similar to the ingroup are perceived to be more deserving than immigrant groups different to the ingroup. Additionally, findings suggest that empathy is important in standing up against inequalities. This current research investigated the effect of empathy on equality deservingness and equal treatment of different immigrant groups in Scotland and Germany.

Design:
A mixed design, online experiment was conducted in English and German.

Methods:
Participants were divided into three conditions: high empathy, moderate empathy, and control. After the empathy induction via perspective-taking, participants completed questionnaires on general equality attitudes, on equality deservingness and on equal treatment of three immigrant groups (white-high status, white-low status, Muslim).

Results:
The research is still ongoing, but it is expected that empathy will have a positive influence on equality deservingness and equal treatment of immigrant groups. It is also expected that there will be a difference of equality deservingness and application ratings between Scotland and Germany and the immigrant groups.

Conclusions:
Conclusions will be discussed at the conference.

Project Supervisor:
Dr Mirona Gheorghiu

Keywords:
empathy, deservingness, immigrants, equality, minority-groups

Title: Investigating the Effects of Non-Native Accents on Perceived Witness Credibility

Name and that of any co-author(s): Isabell Schmidt

Institution/Organisation:
Abertay University

Objectives
This study investigates whether witness statements are rated as less credible based on non-native accent strength. Lower credibility ratings are predicted for strong-accented testimonies.

Background
Accented speech is considered a salient cue that indicates someone's belonging to their respective nationality. This can prompt biased associations and thus a foundation for discrimination, which can result in witnesses being perceived as more deceptive and their testimonies as less accurate compared to native English speakers. As Polish people create one of the largest immigrant groups in the UK, this study specifically focuses on Polish accents.

Design
This online study uses a 2x2 within-subjects design to examine the effect of non-native accent strength and gender on perceived witness credibility.

Methods
75-150 participants aged 18 and over are recruited via convenience sampling from Scottish Universities and the general public. Participants are presented with four brief fictional witness testimonies, recorded by two Polish speakers (1 male, 1 female), using the matched guise technique. Data is gathered via 2 questionnaires (content understanding and witness perception; demographics) and will be analysed with a 2x2 within-subjects ANOVA.

Results
The data collection process is still ongoing.

Keywords
Witness-credibility; Foreign-accented Speech; Affective Bias; Language-based Discrimination; Matched-guise Technique

Title: The effect of social anxiety on impression formation and forgiveness

Name and that of any co-author(s): Miss Alicja Kolasinska

Institution/Organisation:
University of Aberdeen

Objectives:
Morality-related information influences impression formation the most, but little is known about the effect of social anxiety. We hypothesise that: participants high in social anxiety behaviours judge others more harshly after they commit a transgression; they revise the impression to a higher extent; apologising is more effective than actively atoning.

Design:
6 vignettes from a Moral Foundations Theory database were adapted to separately present a transgression and an atonement (apology/virtuous act). Social Interaction Anxiety Scale (SIAS) measured the level of social anxiety.

Methods:
Participants (n=90) recruited among university students in exchange for course credit and through snowball sampling completed an online questionnaire. Each participant was presented with all scenarios and an equal number of both types of atonement. Average scores after transgressions, and atonements were correlated with social anxiety scores in SPSS.

Results:
No significant effect of the social anxiety score on the original, and the revised impression score. No effect of the type of atonement on the revised impression score.

Conclusions:
Social anxiety does not affect impression formation when tested on morality-related information. SIAS may not be a sensitive diagnostic instrument (median=39.5, SAD>43). Limitations: lack of a clinical sample.

Keywords:
Impression formation, Social anxiety, Moral Foundations Theory, morality

Title: Undergraduate students' experience of a sense of belonging during the pivot in teaching due to the COVID-19 pandemic

Name and that of any co-author(s): Leonie Schorrlepp

Institution/Organisation:
University of Glasgow

Objectives:
During the COVID-19 pandemic, students were taught online after having signed up to face-to-face teaching. This dissertation study explored how undergraduate students experienced sense of belonging (SoB) during the pivot to online teaching.

Design:
A qualitative approach allowed for rich insight into students' experience of SoB within the framework of reflexive thematic analysis, harnessing the student position of the researcher.

Methods:
Seventeen participants were recruited via social media and an institutional participant pool. Four semi-structured online focus groups were conducted and recorded in January 2021. Verbatim transcripts were analysed using reflexive thematic analysis.

Results:
Students experienced SoB in their courses through personal relationships with individual staff and students that they especially valued due to the increased physical distance. They relied on these groups to take on responsibilities where they perceived the university to fail supporting their peers which they identified as reasons for feeling alienated.

Conclusions:
Students' experience of SoB was similar to earlier research but experienced more acutely due to the lack of in-person interaction on campus. The importance of opportunities for interaction with peers and staff should be considered in the pivot back to traditional teaching.

Keywords:
COVID-19, sense of belonging, online learning, higher education, social support

Title: Is there a same-race advantage to successfully detecting deception?

Name and that of any co-author(s): Miss Gwen Kelly

Institution/Organisation:
Abertay University

Objectives:
Testing the same race advantage theory in the ability to successfully detect deception.

Design:
This between subject's design was implemented to ensure the participants could not compare statements, complementing previous research methodologies.

Methods:
Undergraduate and postgraduate university students were tested and with recruitment ongoing the aim of 80 participants stands. The online study randomly selected one out of four videos to be tested, created from a black and a white female either telling the truth or lie. Both actors were given identical prompts, to talk about someone they know who they do not like, the lie being to visualise someone they do like but to speak of them like they do not. Raw data is being collected through Gorilla, coded using Excel, and analysed with SPSS.

Results:
With ongoing recruitment, it can be predicted that based on previous research with similar objectives there will be a same-race advantage with successful detection. It is expected that a 2x2 between-subjects ANOVA will be used.

Conclusions:
In line with predictions, this study could offer evidence in support of the same race advantage theory and its implications with police interrogations. Final conclusions will be discussed at the conference.

Supervisor:
Dr Penny Woolnough

Keywords:
Deception, Race, Lying, Detection,

Title: "They should be treated like anyone else": Responses to Disability-Based Hate Crime Scenarios

Name and that of any co-author(s): Ashleigh Haslam

Institution/Organisation:
Queen Margaret University

Background:
Previous research fails to highlight the differential experiences of hate crime for people with intellectual or physical disabilities. Accordingly, we focus on variation in responses to hate crime scenarios that represent different types of disability.

Design:
This study had a between-subjects design where the type of disability (intellectual or physical impairment) presented in a hate crime scenario was varied.

Methods:
One hundred and fifteen participants took part in the questionnaire where they were presented with a scenario of a mild fictitious hate crime towards someone with either an intellectual disability or physical disability. Participants were asked questions concerning their emotions, and action tendencies in response to the scenario.

Results:
Responses varied according to the type of disability presented: participants were more likely to help someone with a physical than an intellectual disability to the extent that they reported feeling angry about the incident.

Conclusions:
Responses to hate crime vary according to the type of disability the target has. This may inform research into disability-based prejudice by looking at processes underpinning response to hate crimes.

Title: Is academic success affected by social factors or general anxiety levels?

Name and that of any co-author(s): Lauryn Watson

Institution/Organisation:
University of Dundee

Objectives/purpose:
The purpose of this paper is to analyse the relationship between seemingly unrelated social factors and academic success. The intention of this paper is understanding whether more group identification, which thereby increases a person's social support network, leads to better academic results.

Design/Method:
This research was carried out using an online questionnaire which measured current anxiety levels, socioeconomic status and the number of groups a participant considered themselves included. There was also a section investigating the student's current academic progress.

Conclusion:
Data collected from this study will be investigated to see if there are positive or negative correlations between any of the social factors and academic achievement. Social ties have long been thought to intrinsically benefit humans on a mental and physiological level and it is that which this study is exploring.

Title: An investigation into the links between street harassment and anxiety in women.

Name and that of any co-author(s): Miss Sarah McClelland

Institution/Organisation:
University of Dundee

Objectives:
To investigate whether asking women to recall an event of street harassment elicits an anxiety response. Also, whether women's age, race, or sexual orientation is associated with subsequent anxiety. Finally, we investigated the frequency and type of street harassment women face.

Design:
This study was experimental: anxiety response was compared between a randomly allocated group asked to recall a street harassment event with a control group asked to recall a neutral event on the street.

Methods:
An online questionnaire including memory recall, anxiety response, and sexual objectification scale. Participants were female, British, and over the age of 18 (N=122). Data were analysed using a factorial ANOVA.

Results:
Analyses are ongoing, but a preliminary look at the data indicate that recalling street harassment elicits more anxiety than recalling a non-harassment event.

Conclusions:
Contrary to popular beliefs that street harassment is harmless, results may indicate emotional outcomes comparable to workplace harassment. The long-term effects of street harassment must be identified if we are to move towards more tolerant, gender-balanced public policies. One key limitation of this study is a reliance on self-reported anxiety and self-reported memory recall.

Keywords:
Anxiety; Street harassment; Sexual harassment; Catcalling; Women

Poster Presentations
Biological Psychology

Title: Synchronized Steps: Do Chimpanzees Naturally Coordinate Movement?

Name and that of any co-author(s): Kyle Finnerty, Dylan Baldridge

Institution/Organisation:
University of St Andrews

Objectives:
Humans coordinate their actions. We even coordinate actions unconsciously, e.g. when walking side-by-side. This effect is called entrainment and shows that the movement of others can influence our behaviour. In contrast to humans, one of our closest living relatives, the chimpanzee (Pan troglodytes), apparently prefers not to coordinate actions in artificial tasks. The aim of this project is to examine whether chimpanzees spontaneously synchronise and coordinate their movements with conspecifics in a naturally occurring behaviour to better understand the evolutionary roots of coordination.

Design:
The steps of chimpanzees when walking alone or with a conspecific will be compared.

Methods:
Two groups of chimpanzees (N= 24) were observed and recorded at the Chimfunshi sanctuary (ZM) to obtain data in a natural environment by an all-occurrence sampling.

Results:
Videos are still being coded. Predicted results are that we will find a statistical difference in the speed taken by chimpanzees when walking alone compared to when walking together with a conspecific.

Conclusions:
These findings would support evidence for chimpanzees' ability to synchronize and coordinate actions and provide evidence that unconscious human coordination has evolved at least in the last common ancestor shared between chimpanzees and humans.

Supervisor:
Manon Schweinfurth

Keywords:
coordination, synchrony, actions, chimpanzees, evolution

Cognitive Psychology

Title: Cognitive Bias Modification for Interpretations: The Role of a Psychoeducational Treatment Rationale

Name and that of any co-author(s): Owen Dransfield

Institution/Organisation:
University of Glasgow

Objectives/purpose:
The present study explored the effect that including a psychoeducational rationale prior to Cognitive Bias Modification for Interpretations (CBM-I), a computerised cognitive therapy for mood disorders, had on its effectiveness at reducing negative interpretation bias. It was hypothesised that a comprehensive rationale for treatment would increase its efficacy by increasing user engagement to the process.

Design:
A between-subjects design was utilised, and an unselected, opportunistic sample (N = 61) was gathered. The control (N = 30) and experimental (N = 31) groups differed only in the amount of relevant information they engaged with prior to engaging in CBM-I. Participants completed a version of the Scrambled Sentences Test before and after treatment to measure their level of negative interpretation bias.

Results:
A bootstrap t-test was conducted on the 20% trimmed means of either group and revealed a 95% confidence interval of [2.77, 26.51], hence providing support for my hypothesis.

Conclusion:
This provides preliminary evidence that including a detailed rationale increases CBM-I's effectiveness at modifying interpretation biases, however, it warrants replication in a clinical sample to establish if this effect holds for individuals with mood disorders, and who do not have any affiliation with the study's author.

Title: The Role of Perceptual Choice Confidence in the Speed-Accuracy Trade-off

Name and that of any co-author(s): Mr Adam Prochazka

Institution/Organisation:
University of Glasgow

Objectives:
The present study investigated inter-trial sequential effects of confidence ratings onto response times. Moreover, the study explored distributional differences of confidence ratings between speed-accuracy trade-off conditions.

Design:
A repeated-measure design was adopted whereby participants were instructed to prioritise either decision or its accuracy.

Methods:
An unpublished secondary dataset was utilised. The data were collected for 19 participants using the random-dot motion task. After each trial, choice confidence was rated on a 9-point scale. Sequential dependencies were tested using percentile bootstrap on a 20% trimmed mean of beta coefficients. Hierarchical shift functions (HSF) were employed to explore the distributional differences.

Results:
Beta coefficients were significantly different from zero for accuracy instructions: trimmed mean = 28.33 (95% bootstrap CI [18.91, 35.73]). Results in the speed-emphasis condition were also significant with a 17.49 trimmed mean (95% bootstrap CI [11.11, 24.12]). The HSFs indicated distributional differences across lower deciles (accuracy-emphasis > speed-emphasis).

Conclusions:
Increased confidence slows down successive decisions to sustain perceived accuracy, which constitutes a novel meta-cognitive effect. The impact of SAT instructions manifests mostly across lower levels of choice confidence. Thus, only in presence of high choice uncertainty, a decision strategy might elevate confidence levels.

Keywords:
Choice Confidence, Speed-Accuracy Trade-off, 2AFC

Title: Effects of pattern complexity on dyadic synchronisation of clapped sequences

Name and that of any co-author(s): Mr Callum Wilson

Institution/Organisation:
Abertay University

Objectives:
Humans often spontaneously coordinate joint actions such as clapping by synchronising. Action sequence complexity may influence synchronisation: Simpler patterns are more predictable and should facilitate synchronisation. This study investigated how the algorithmic complexity of learned patterns affect how dyads synchronize clapping behaviour. In a test of joint-clapping we hypothesised that dyads spontaneously deviate from learned patterns to synchronize, that they synchronize on simpler patterns and that pattern complexity delays onset of synchronisation.

Design:
In a counterbalanced design one partner in each dyad trained on a simpler pattern than the other and half of the trials used overall simpler patterns.

Method:
Twenty dyads (convenience sampling) clapped a target pattern individually for 2 minutes before performing joint-clapping over Zoom. Clapping sounds were recorded separately and analysed for the proximity of claps across participants' audio-tracks. Synchrony was defined when asynchrony between claps was less than 250ms. The overall proportion of synchronised claps per dyad, onset of continuously synchronised clapping and complexity of the synchronised patterns were determined.

Results:
Analyses will be performed after data collection is complete.

Conclusion:
Findings will inform understanding of the interplay between action sequence representation and coordination by determining the role of predictability.

Supervisor:
Prof. Vera Kempe

Keywords:
Joint action; Synchronisation; Complexity; Prediction

Title: Seeing through the eyes of another mind

Name and that of any co-author(s): Miss Mai-Liis Liiser

Institution/Organisation:
University of Aberdeen

Objectives:
What underlies visual perspective taking (VPT)? It was hypothesised that VPT is positively correlated with mind perception.

Design:
The perception-driven account of VPT states that the computation of how something looks to another is spontaneous and effortless. Contrastingly, another person in the room could act as a directional cue to guide our attention accordingly. In this within-subjects design study, VPT and mind perception were measured to understand whether people VPT only mindful agents or could the cue be anything.

Methods:
For this online study, convenience sampling was used to recruit up to 100 participants aged between 18 and 40. To measure VPT, reaction time was measured on a mental-rotation task, while participants saw different agents seated across from them. The level of mind of these agents was measured. Mixed-factors ANOVA was used.

Results:
The results confirmed our hypothesis. Participants took the perspective of mindful agents even when it was not useful for task performance. This was not noted for mindless agents.

Conclusions:
VPT is perception-driven, it is spontaneous and effortless. This means that when we compute our visual world we are spontaneously affected by our own experiences and by the experiences of another mindful agent in the environment.

Title: Investigating Online Learning: Visual and Aural Attention Cueing as Means to Enhance Learning from Dynamic Visualizations

Name and that of any co-author(s): Annabelle Suemegi

Institution/Organisation:
University of Dundee

Objectives:
This study investigates the impact of attention cueing on memory performance, by determining whether different cues influence learning from animated videos. This is the first study to investigate influences of multiple attention cues.

Design:
A within-subject experimental design, with four conditions, investigates the effect of attention cues (aural; visual; aural+visual) on memory performance. Participants are distributed across four versions of the experiment, so that conditions are counterbalanced. Conditions are superseded by a practice trial, to ensure understanding of the experimental procedure.

Methods:
Students in higher education participated anonymously on Gorilla, via an online link. Memory performance was assed using 36 multiple-choice tests (9 questions per condition). After each condition, three 9-point questionnaires assessed levels of cognitive load. The cognitive load questionnaires comprised of a mental-effort scale, a perceived helpfulness scale and a perceived difficulty scale.

Results:
Recruitment is ongoing. To determine the impact of attention cueing on memory performance and note potential influences on cognitive load, an ANOVA analysis will be conducted on SPSS.

Conclusions:
Findings will inform us of the influences of attention cueing on memory performance, in animated visualizations. In addition, findings will determine any influences on cognitive load and potential differences between the type of cue.

Title: The role of Dysphoria in Performance and Metacognition of Mental State Decoding and Reasoning Abilities

Name and that of any co-author(s): Miss Grene Jagna-An

Institution/Organisation:
University of Dundee

Objectives:
The present study aims to explore the cognitive mechanisms underlying social understanding among individuals with mild depression (i.e. dysphoria). Specifically, the aim is to investigate whether dysphoric mood influences the performance and metacognition of Theory of Mind abilities (i.e. mental state decoding and reasoning).

Design:
Within-subjects correlational design is implemented, allowing measures of existing dysphoric mood levels in the general population.

Methods:
Participants (N=103) are recruited online through URL distribution. The depression-specific domain of Mood and Anxiety Symptom Questionnaire is used to index dysphoria. Measuring mental state decoding and reasoning abilities are Eyes and Faux Pas tasks, respectively. Within these tasks, metacognitive judgement is measured by item-by-item retrospective confidence ratings.

Results:
Spearman's correlation is conducted to reveal small but significant negative correlations between dysphoric mood scores and average confidence ratings of the Eyes task (r_s=-.259, p=.008) and of the Faux Pas task (r_s=-.1.95, p=.0.48). Standard multiple regressions are conducted to further examine this association when age and gender are controlled for.

Conclusions:
Under-confident judgements (regardless of first-order performance) supports the negativity hypothesis. Results warrant investigation into metacognitive sensitivity of dysphoric individuals on other social cognitive tasks, compared to non-dysphoric and clinically depressed groups.

Keywords:
Dysphoria, Metacognitive Confidence, Decoding, Reasoning

Health Psychology

Title: Changes in attentional bias and inhibitory control of unhealthy foods resulting from COVID-19 regulations and restrictions.

Name and that of any co-author(s): Sarah Wale Soto

Institution/Organisation:
University of The West Of Scotland

Objectives:
With the increase of sedentary lifestyle and daily caloric intake resulting from the COVID19 lockdowns, the present study explores how social restrictions have changed population attentional biases and inhibition control to unhealthy foods, examining the impact on healthy and obese population based on BMI and exploring impact of changes in exercise habits.

Methods:
To do so, food specific cognitive tasks (dote probe and, go/no go), general nutritional knowledge, self-regulator eating behaviours and lifestyle habits changes questionnaires were used.

Results:
Analysis is ongoing; however, an overall main effect of BMI is anticipated to be found, whereby those who are overweight or obese showed a significant worse inhibition control and a higher attentional bias for high density foods in comparison to those with a healthy BMI. Moreover, individuals who's exercise habits were impacted negatively will present the highest levels of AB and lowest levels of IC, followed by no change group and lastly, positive change in both healthy and obese populations.

Conclusions:
This suggests a shift in attentional bias and inhibition control, which with the closure of sports facilities, will carry long-term effects that contribute to the ongoing issue of obesity, increasing the percentage of unhealthy lifestyles and generating a serious health burden.

Title: Investigating sensory features in trichotillomania: A quantitatively-driven embedded correlational concurrent mixed methods study using thematic analysis

Name and that of any co-author(s): Ms Kathryn Andrew

Institution/Organisation:
The University of Glasgow

Objectives:
To investigate if the sensory features that associate with trichotillomania are the same as those that associate with autism, enabling conceptualisation of sensory features as a transdiagnostic construct.

Design:
A quantitatively-driven embedded correlational concurrent mixed-methods design allowed for exploration of the underlying processes of the correlation.

Methods:
Opportunistically-recruited adults (N = 48) completed the Massachusetts General Hospital Hairpulling Scale, Glasgow Sensory Questionnaire, and open-ended questions about sensory experiences and hairpulling. Spearman's correlations calculated the association between MGH-HS and GSQ scores. Open-ended data was analysed using thematic analysis.

Results:
A statistically insignificant relationship was found between MGH-HS scores and overall GSQ scores (r(46) = .15, p = .3). Themes developed to supplement findings included: auditory sensitivity and self-soothing; tactile sensitivity and stimulation; need for control; and affective triggers. Integration of findings drove post-hoc analyses between MGH-HS scores and modality GSQ scores.

Conclusions:
It is not supported that sensory features as understood in autism lead to hairpulling. However, thematic findings indicate sensory factors may play a role. Sensory-affective findings enhance understanding of the ComB Model of Trichotillomania. Unanticipated insights regarding control may inform future treatments. Replication is advised due to the risk for opportunistic sampling bias.

Keywords:
Trichotillomania; sensory features; mixed-methods

Title: COVID-19 Related Stress and Coping Strategies Among UK University Students

Name and that of any co-author(s): Tuomas Rutanen

Institution/Organisation:
Abertay University

Objectives:
The objective of the study was to explore the impact of COVID-19 on students with four main research questions: 1) To what extent COVID-19 has been stressing students and how they have perceived the situation? 2) Have students' living situations impacted their stress levels and sources of stress? 3) Are students' coping strategies associated with their stress appraisals? 4) Is fear of COVID-19 related to student coping strategies?

Design:
The study utilises a between subjects experimental design with variables such as living arrangements and perceived stress, and a correlational design with variables such as stress appraisals and coping scores.

Methods:
Participants were recruited via convenience sampling, the target number of participants was 150. Data was collected via an online questionnaire (Qualtrics) consisting of the 28-item Stress Appraisal Measure, the brief 28-item COPE inventory, and the Fear of COVID-19 Scale. Socio-demographic questions were included as control variables along with the Prominence of COVID-19 Related Stress Questionnaire and open-ended questions.

Results:
Data collection is underway, data will be collated and analysed in March 2021.

Conclusions:
These will be presented at the conference.

Keywords:
COVID-19, student wellbeing, stress, coping, stress appraisal

Title: Mixed Linear Effects Model of Vocal Indicators of Depression

Name and that of any co-author(s): Mr Callum Dawson

Institution/Organisation:
University of Glasgow

Objectives:
This paper aimed to investigate whether there was a significant association between depression score and vocal acoustics in a non-clinical sample.

Design:
We are using a linear models observational design to obtain our data.

Methods:
Participants were recruited via social media and the University of Glasgow's participant pool. Participants completed the Depression Anxiety Stress Scale (DASS), Satisfaction with Life Scale and recorded their voice reading the Rainbow Passage via zoom. This data will be analysed via linear models.

Results:
Data collection and analysis are ongoing. Mixed linear models will be applied to determine whether a relationship exists between depression score and vocal acoustics.

Conclusions:
This study will have implications on theory of psychomotor symptoms in depression. Moreover, this study will be the first to investigate vocal acoustics as predictors of depression score in a non-clinical sample. Due to sample limitations this study is largely conceptual and hopes to reignite interest in vocal acoustics for depression detection.

Keywords:
depression, voices, psychomotor retardation, biomarkers

Title: Investigation of Social Physique Anxiety as a Mediator of the Relationship between Body Dissatisfaction and Exercise Avoidance.

Name and that of any co-author(s): Jakub Kowalczyk

Institution/Organisation:
University of Dundee

Objectives:
Investigate whether social physique anxiety mediates the relationship between body dissatisfaction and exercise avoidance and whether gender differences in dissatisfaction directed avoidance for exercise activities.

Design:
Data was collected via an online questionnaire with measures of body dissatisfaction, social physique anxiety, exercise avoidance, weightlifting, moderate and vigorous cardiovascular exercise.

Methods:
314 UK residents, aged 18-30, and identifying as male or female were recruited through social media. Data was analysed using mediation and moderated mediation analysis.

Results:
Results display differences in body dissatisfaction between males and females, corresponding to differences in idealised body types. Evidence was found for social physique anxiety as a mediator. A moderated mediation analysis did not support the hypothesis that body dissatisfaction directs active avoidance of the corresponding exercise as moderated by gender, potentially due to inadequate power in the analysis.

Conclusions:
This study demonstrates the mediating role of social physique anxiety in the relationship between body dissatisfaction and exercise avoidance, while also highlighting issues of validity and the importance of open-science practices.

Keywords:
Body Dissatisfaction, Social Physique Anxiety, Cardiovascular Exercise, Weightlifting Exercise, Exercise Avoidance.

Title: A Sense of Emptiness and its Relation with Child Maltreatment and Adult Attachment Style.

Name and that of any co-author(s): Ellen Gormley

Institution/Organisation:
Dundee University

Objective:
This study focused on the validation and refinement of a multi-item measure of feelings of emptiness and on the investigation of the potential links of emptiness with child maltreatment and adult attachment style.

Design:
This was a correlational study.

Methods:
An online survey including measures of all the variables under scrutiny was distributed via snowball sampling on social media. 299 British and Irish people participated. Data was analysed using factor analysis and multiple regression.

Results:
The sense of emptiness scale had a single-factor structure and high internal reliability (.96). Stronger attachment anxiety, greater child maltreatment, and younger age independently predicted a greater sense of emptiness.

Conclusions:
Emptiness is a unidimensional feeling that is more intense among those who have been maltreated as children and those who have an anxious attachment style. This may have implications for mental health practitioners working with patients who report a chronic sense of emptiness as their core symptom. The fact that possible moderating variables such as age of onset and duration of abuse were not considered constitutes a major limitation of this study.

Keywords:
Emptiness; Childhood Maltreatment; Attachment Style; Depression; Scale Validation

Title: Investigating confidence bias and suboptimal metacognitive insight as potential mechanisms reinforcing the LGBTQ+/heterosexual mental health disparity.

Name and that of any co-author(s): Mr Liam Mackay

Institution/Organisation:
University of Dundee

Objectives:
LGBTQ+ individuals have been reported to suffer from increased symptoms of psychopathology relative to heterosexuals. A parallel line of research has linked psychopathology to suboptimal metacognitive evaluation. Here, we employed a transdiagnostic dimensional approach to investigate whether confidence bias and suboptimal metacognitive insight act as potential mechanisms reinforcing the LGBTQ+/heterosexual mental health disparity. It was hypothesised that LGBTQ+ individuals would report poorer mental health, and show reduced metacognitive insight, relative to heterosexuals.

Design:
Online study with between-participants correlational design.

Methods:
Seventy-one participants (twenty-nine non-heterosexual) were recruited through various organizations. Participants completed nine mental health questionnaires and a perceptual decision-making task (with confidence ratings). A signal detection model was employed to estimate type-1 (perceptual) and type-2 (metacognitive) task performance parameters. t-tests allowed an examination of mental health and metacognitive differences between LGBTQ+ and heterosexual individuals.

Results:
A clear mental health disparity was observed, with LGBTQ+ individuals reporting higher symptoms of anxiety and depression in particular. No group differences in type-1 or type-2 task performance were observed.

Conclusions:
A mental health disparity was confirmed using a transdiagnostic approach. However, confidence bias and suboptimal metacognitive insight were ruled out as potential mechanisms contributing to the disparity.

Supervisor:
Dr Christopher Benwell

Keywords:
Psychopathology, transdiagnostic dimensions, sexuality, metacognition, confidence.

Occupational Psychology

Title: Investigating the role of personality in metacognition and effective leadership

Name and that of any co-author(s): Miss Aya Emeline, Christensen Kouadio

Institution/Organisation:
The University of Dundee

Objectives:
Investigates the association between objective measures of metacognitive insight and personality traits associated with effective leadership and, the association between metacognitive insight and leadership style. Previous research has been reliant on samples of successful leaders and self-reported metacognitive insight. To expand the literature, this study focuses on the general adult population.

Design:
Two experiments are conducted, both with a correlational design and use of linear regression models.

Methods:
Experiment 1 (N=108, age 18-69) utilizes the IPIP-NEO to measure personality traits and a perceptual decision-making task with confidence ratings to measure metacognition. Experiment 2 (N=110) replicates experiment 1 and adds the measure of leadership style with the Multifactor Leadership Questionnaire.

Results:
Experiment 1 shows significant results between metacognitive criteria (indexing absolute confidence levels) and trait extraversion (p-value <.05). It does not demonstrate any significant results between metacognitive insight and any personality trait. Experiment 2 is ongoing.
Conclusions: Findings demonstrate that high subjective confidence may play a role in effective leadership, even in the absence of objectively superior abilities. The results can help inform leadership development and expands on the understanding of the link between metacognitive insight and personality dimensions.

Keywords:
metacognition, leadership, personality traits, transformational leadership, confidence ratings.

Social Psychology

Title: Traditional Gender Roles, Ambivalent Sexism and Rape Myth Acceptance: A cross cultural comparison

Name and that of any co-author(s): Miss Bernadett Szilagyi

Institution/Organisation:
Abertay University

Objectives/ purpose:
Sexual violence is a global public health issue with no cultural boundaries. Rape Myth Acceptance (RMA) has been identified as one of the main reasons why sexual assaults often go unreported. RMA differs among cultures and research suggests that it is linked to both traditional gender role stereotypes and benevolent sexism. The aim of this project was to investigate the effects of nationality, gender, age and education level on traditional gender role attitudes, sexism, and female RMA between Eastern European and Western participants.

Design:
This quantitative study employed a within subject design.

Methods:
Two hundred and 26 participants were recruited and tested online using convenience sampling. Participants were 18 and over. Questionnaires used were the Gender Role Beliefs Scale, the Ambivalent Sexism Inventory, and the Illinois RMA Scale, and the data was analysed using t-tests, and MANOVA.

Results:
Independent samples t-tests revealed that Eastern European participants scored significantly higher in RMA ($t(211)=14.55$, $p<.001$) as did participants with lower education level ($t(224)=-4.65$, $p<.001$). Further results to follow.

Conclusions:
No conclusions have been drawn yet but will be available after analysis.

Keywords:
Rape Myth Acceptance, Ambivalent Sexism, Traditional Gender Roles, Cross Cultural Differences, Sexual Violence