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CPA 2020 Virtual Series: Abstract Book
Série d'événements virtuels 2020 de la SCP : Livre des résumés

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Abstract: Emotional barriers such as intergroup distrust and damaged social identities must be addressed to advance reconciliation.13 Indigenous and White university students shared their views on reconciliation, trust, cultural identity, and respect in individual interviews; analysis was guided by constructivist grounded theory. For many, reconciliation involves understanding and responding to the past, changing relationships, is personally relevant in different ways, requires meaningful action, and means looking forward to the future. Trust is related to a sense of personal connection, perceiving support and action, and feeling secure and comfortable. Some learn to distrust, and some actively trust others. Many of Indigenous backgrounds spoke of cultural identity growth, with one expressing protectiveness. Many of White backgrounds thought of their identity less, and a couple spoke of privilege. Despite differences, students had much in common: cultural identity involves remembering history, connecting to others, and engaging with culture. We may promote cultural respect by connecting to others in a good way, through challenging yourself and your beliefs, through respectfully responding to different views, and through emersion in culture. Relational, personal, and learning processes were core underlying themes; understanding these constructs' meaning is key to advancing reconciliation.

Section: Indigenous People's Psychology / Psychologie des peuples autochtones
Session ID: 53813 - Printed Poster

[Presented in CPA 2020 Virtual Series]

Can Unconscious Bias Training be Improved? Using Canadian Values to Reduce Feelings of System Threat

Presenting Author: Hotchkiss, Lauren R
Additional Authors: Gonzalez-Morales, M. Gloria

Abstract: Unconscious bias training has yet to demonstrate meaningful outcomes for closing the workplace gender gap (Pritlove, et al., 2019). This may be due to both men and women showing an implicit preference for the existing gender hierarchy. According to system justification theory, people maintain the status quo to provide certainty and stability, even if it is unfair for one or more groups. It is proposed that if achieving gender equality is framed as maintaining a system, rather than disrupting it, people may be more likely to promote it.In a between-subjects experimental study, participants in the experimental group were shown a training video about changing gender bias in the workplace followed by an article underlining diversity and inclusion as respected Canadian values. In the control group, they watched the same video with a neutral article. Outcome measures included negative affect, attitudes and knowledge of gender bias, and a gender bias situational judgement test.Preliminary analysis revealed that those in the experimental group were more likely to challenge gender bias and less likely to reinforce gender bias than those who completed the training without reading the Canadian values article. This study provides a greater understanding of the resistance to gender equality movements and supports the use of a training paradigm that can promote gender equality behaviours.

Section: Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
Session ID: 53852 - Printed Poster

[Presented in CPA 2020 Virtual Series]

Smartphones Go to College

Presenting Author: Fichten, Catherine
Additional Authors: Jorgensen, Mary; Lussier, Alex; Havel, Alice; Harvison, Maegan

Abstract: Rationale. Virtually all college students have a smartphone and most bring it with them to class. Therefore, we explored appropriate uses both in class and for academic work out of class by four groups: students with and students without disabilities, professors, and professionals.Methods. Four focus groups: 7 students with disabilities, 6 nondisabled students, 9 professionals, 7 professors.Results: Descriptive results (frequencies) suggest that there are multiple academic uses for students' smartphones and that professors and professionals are not always aware of these. Moreover, students with disabilities use the same applications as nondisabled students, but they also use specialized apps to address their disabilities.Conclusion. There are numerous academic uses of smartphones.Impact. Love them or hate them, smartphones have a variety of useful features for learning.

Section: *Educational and School Psychology / Psychologie éducationnelle et scolaire*
Session ID: 53941 - Printed Poster

Diversity in Gender Representation? An Analysis of Gambling Conferences over the Past Decade.

Presenting Author: Ng Chu Kong, Kimberly
Additional Authors: Monson, Eva

Abstract: Extensive research has been done on diversity representation (e.g., gender, culture) in the Science, Technology, Engineering, and Mathematics disciplines, but has yet to be truly explored within the field of gambling studies. The objective of this study was to specifically examine gender representation within presenter roles at major gambling research conferences around the world. Data was collected via the internet from a number of international conferences in the gambling field over the past ten years (e.g. New Horizons in Responsible Gambling, International Conference on Gambling and Risk Taking). Using descriptive analysis, our results quantify the ratio of women:men across presentation roles including invited keynote speakers and plenary speakers. Further analysis was conducted to explore affiliation, country, and career stage within these types of presentations. Our results highlight a potential lack of critical voices from researchers of varied genders, cultures and backgrounds within the field of gambling studies.

Section: *Addiction Psychology / Psychologie de la dépendance*
Session ID: 53971 - Printed Poster

Inclusive Pedagogy in Post-Secondary Environments: Universal Design as a Conceptual Framework

Presenting Author: Gadsden, Amy Domenique

Abstract: Students with learning disabilities (SLD) are increasingly present in post-secondary environments (PSE) in Canada (Statistics Canada, 2012). Despite the growth of inclusive policy, SLD continue to experience disparate achievement and outcomes when compared to their non-disabled peers (e.g., Statistics Canada, 2008, 2011, 2012) and face a multitude of well documented barriers throughout their education. Based on analysis of narratives written by principal instructors with diagnosed learning disabilities at a Canadian university, recommendations for inclusive instruction and assessment were developed. The narratives capitalize on the experiences of the participants as both undergraduate students and instructors in a faculty of education. These recommendations are framed by the three main Universal Design for Learning (UDL) guidelines: 1) multiple means of engagement, 2) representation, and 3) of action and expression. By approaching teaching and assessment using this framework, instructors may mitigate the impact of disability on the post-secondary achievement and outcomes for SLD.

Section: *Educational and School Psychology / Psychologie éducationnelle et scolaire*
Session ID: 53994 - Printed Poster

[Presented in CPA 2020 Virtual Series]

He's White! No, He's Black! Perceptions of Biracials in Organizations

Presenting Author: Atay, Elaine J
Additional Authors: Lee, Clara

Abstract: Background: Racial stereotypes often influence how individuals are perceived in the workplace, yet most research has focused on people from one race (i.e., monoracials). People with two racial backgrounds (i.e., biracials) are often discriminated against based on their socially subordinate background. This has yet to be explored in a workplace context. Method: In two experiments, we assessed perceptions of a Black/White biracial target in the workplace depending on the target's role (leader vs. employee) and the type of organization (F500 company vs. NPO). Preferences for group