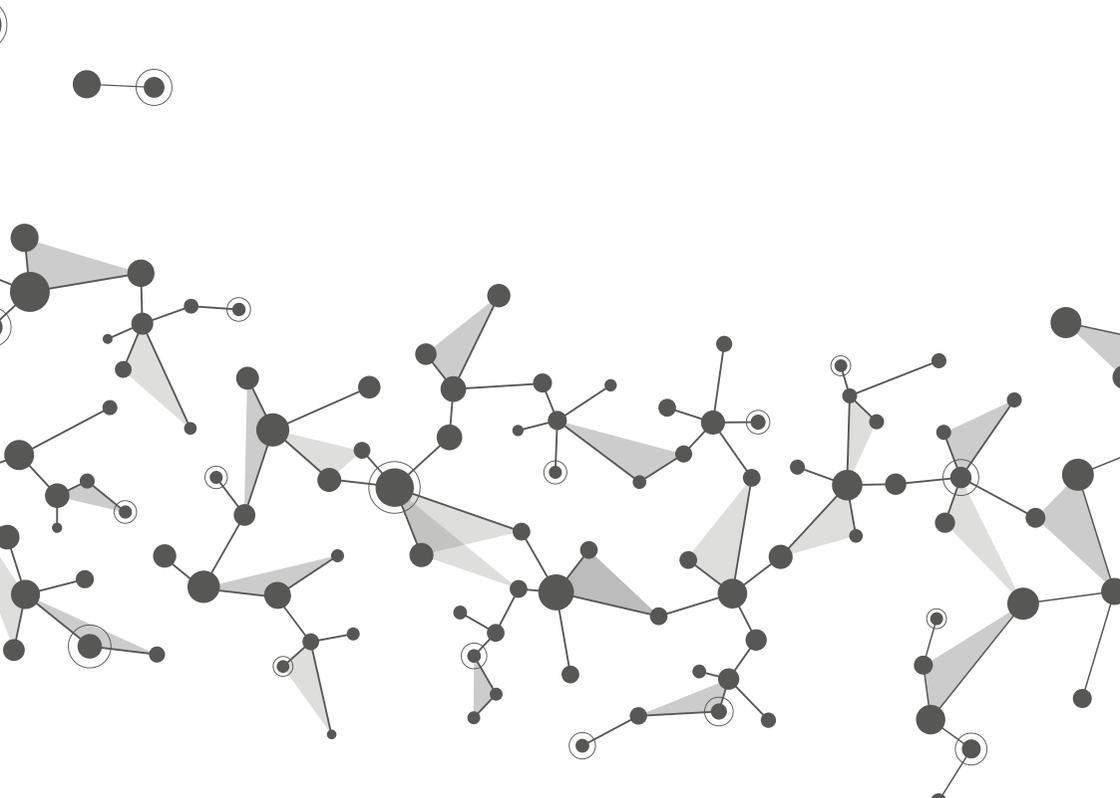


6th Annual

IPCD Conference
Programme
October 2018



October 2018 International Psychology Conference

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IPPCD



Welcome to the 6th annual IPCD event!

It's that time of year again! We are honoured each year to serve our industry with what continues to be one of the only comprehensive psychology professional development events in the region. Many thanks must go to all our key supporters and sponsors - who this year include several new local and international consultancies and clinics.

This year IPCD falls amidst a series of landmark events for the clinical psychology field - not least the introduction of a new mental health policy in Dubai which will aim to widen access to support and bring psychological services from a range of contexts together. IPCD will have an introduction to the new policy by Dr Nadia Dabbagh who has been involved in its development.

Our conference also coincides with the launch of a new training series by the world renowned Tavistock Clinic, London who will be partnering with the Dubai based Camali Clinic for future CME, consultancy and coaching initiatives. IPCD 2018 has collaborated with Camali to help showcase these with the joint 2018 keynote speaker Dr Sally Hodges, director of child and adolescent services at Tavistock London.

The Dubai Psychology landscape continues to grow with several clinics opening branches across the Emirates bringing a level of standardization for the general public. Importantly, new types of services are opening such as the Thrive WellBeing Center led by Dr Sarah Rasmi providing specialist parenting and young child support alongside traditional clinical counseling services. Although we still lack a unified psychological association, progress is being made and there will be a panel at this year's IPCD to see where we are and how to move forward. Finally, the long-awaited Bachelors Major in psychology at the American University Sharjah and American University Dubai has now opened.

IPCD is still one of the few events to bring together professional psychologists working in all industries and as such we have maintained our 4-stream,

psychology focused model: clinical and counseling; organisational; coaching; and child and educational psychology. We have always welcomed students at any level to attend and we are enhancing the student experience by offering a student social media competition.

This year our invited international guests include Professor Binna Kandola whose work on workplace diversity and inclusion has gained him an OBE from the Queen. Professor Geoff Beattie will open the conference with a talk on non-verbal communication and emotional signals, Prof Beattie's research in this field has been used in public media such as The UK Big Brother series. We welcome Professor Cecilia Essau who is a leading researcher in adolescent development and will be providing two sessions on managing emotional disorders in children. Finally we welcome Dr John Cooper an international expert on emotional intelligence.

Again the event awards Continued Professional Development (CME) credits from the local Dubai Health Authority. We hope that each and every one of you take back good memories, new networking contacts, and new topics and practices to share back with other colleagues.

Enjoy the learning!

With best wishes, The IPCD Team



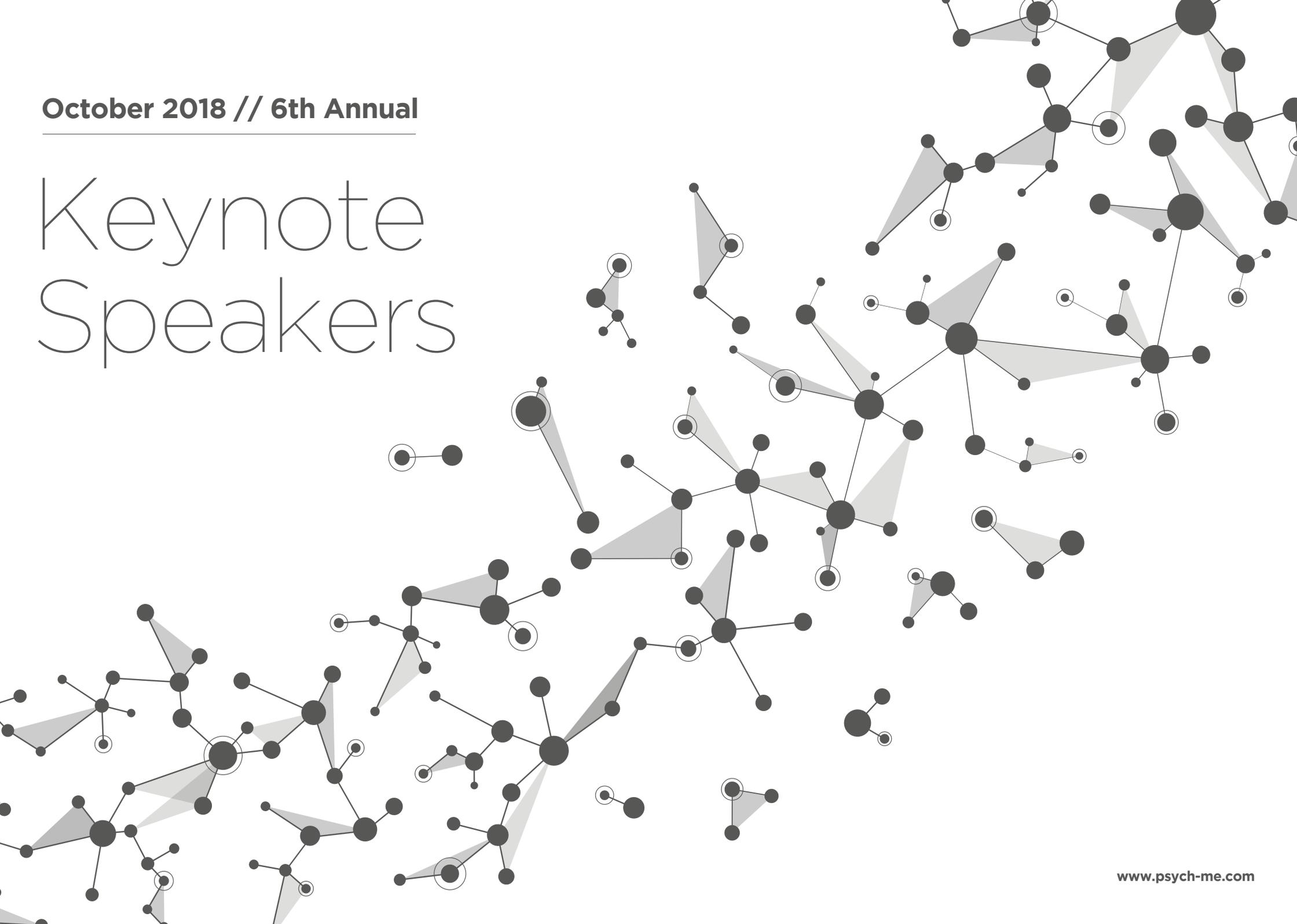
ERSHAD COACHING

Unlocking the potential of coaching in the UAE



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Keynote Speakers





Keynote Presentation

Rethinking body language: How hand movements reveal hidden thoughts.

Professor Geoff Beattie

Institution: Edge Hill University, UK

Contact email: beattieg@edgehill.ac.uk

Biography: Professor Geoffrey Beattie is a prize-winning academic with a Ph.D. in psychology from the University of Cambridge. He was awarded the Spearman Medal by the British Psychological Society for 'published psychological research of outstanding merit' and the internationally acclaimed Mouton d'Or for his work in semiotics. He is a Fellow of the British Psychological Society, a Fellow of the Royal Society of Medicine and a Fellow of the Royal Society of Arts. He is the author of 24 books published by Granta, Victor Gollancz, Chatto & Windus, Penguin/Mainstream, Weidenfeld & Nicolson, Orion, Headline, Routledge etc. His books have been translated into a number of other languages including Italian, German, Finnish, Portuguese, Chinese and Taiwanese. He has published over a hundred academic articles in a range of journals which include Nature, Nature Climate Change and Semiotica. He was the resident on-screen psychologist for eleven series of Big Brother on Channel 4 from 2000-2010, and has presented a number of television series, including 'Life's Too Short' (BBC1), 'Family SOS' (BBC1), 'The Farm of Fussy Eaters' (UKTV) and 'Dump Your Mates in Four Days' (Channel 4).

Abstract: Understanding human communication is central to all of the sub-disciplines in psychology. Underpinning this understanding is how we conceptualise verbal and nonverbal communication, speech and body language. In this lecture I will argue that we may not have done this accurately. Nonverbal communication is not just about the communication of emotions and interpersonal attitudes, or about how we self-present to others, it is also core to the communication of our thoughts, alongside speech itself. One category of body language is particularly important in this regard and that is hand movement. Human beings make frequent hand movements whilst they are talking and there has been considerable psychological debate about their function. However, it is now clear that these movements convey core parts of the underlying message. Since we have little conscious awareness of these movements, they can be particularly revealing. We control what we say, but find it difficult, or impossible, to control the content and form of these movements. Their form and 'meaning' may not match the accompanying speech and these gesture-speech mismatches can indicate various underlying psychological states, including attitudinal dissociation and deception. I will argue for the essential unity of speech and gesture in the transmission of thought and suggest that we have underestimated the considerable communicative significance of these movements. I will also argue that it is now time to rethink the whole nature of body language in everyday human communication.



Keynote Presentation

Cultural aspects of anxiety disorders in young people: Implications for treatment

Professor Cecelia A. Essau

Institution: University of Roehampton, UK

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Biography: CCecilia A. Essau is a Professor of Developmental Psychopathology at the University of Roehampton, UK where she is Director of Centre for Applied Research and Assessment in Child and Adolescent Wellbeing (CARACAW). Professor Essau was born and raised in Sarawak, Malaysia. She obtained her Honours BA Degree and her MA degree from Lakehead University (Canada), her PhD from the University of Konstanz (Germany). Professor Essau holds the Norman Munn Distinguished Visiting Scholar from Flinders University, Australia, and the Florey Medical Research Foundation Mental Health Visiting Professor from the University of Adelaide, Australia. In 2011, she was made Fellow of the British Psychological Society in recognition of her contribution to the field of Psychology. She is also Fellow of the Japan Society for the Promotion of Science. Her research has focused on understanding the interacting factors that can lead children and adolescents to have serious emotional and behavioural problems and using this research to (a) enhance the assessment of childhood and adolescent psychopathology and (b) design more effective interventions to prevent and treat such problems. She is the author of 220 articles and is the author/editor of 20 books in the area of youth mental health.

Abstract: Anxiety disorders affect up to 30% of the adolescents in the general population. In addition to being prevalent, anxiety co-occurs highly with numerous other psychiatric disorders such as with depression and substance use disorders. Among those with comorbid disorders, up to 75% of the cases, reported the presence of anxiety disorders before the onset of other disorders. Family factors such as family dysfunction have been reported to be consistent factors in the development and maintenance of anxiety. Although these findings have enhanced our understanding of anxiety, little is known about the extent to which they can be generalized to adolescents who live in other cultures. When untreated, anxiety disorders that begin early in life can become chronic and are often associated with a negative course and outcome. Despite the presence of effective interventions for adolescence anxiety, the number of young people with these disorders who received mental health services is low. In this lecture, I will present findings of some of our cross-cultural studies on the prevalence, mental health literacy, and factors related to anxiety in young people. Implications of these findings for intervention work with young people from diverse cultural backgrounds will be discussed. In particular, I will focus on our trans-diagnostic programme (Super Skills for Life) for the treatment of emotional problems in children and adolescents - which has been adapted in different languages and used in various cultural groups.



Keynote Presentation

Using shared decision-making tools to facilitate emotional engagement; a view from a child and adolescent service in London.

Dr Sally Hodges

Organisation: Tavistock and Portman NHS Foundation Trust, UK

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Biography: Dr Sally Hodges is a consultant clinical psychologist and CAMHS Director at the Tavistock and Portman NHS Trust. She is the Director of the Child, Young Adults and Families Directorate, which is a large child and adolescent CAMHS for 0-25-year olds. The Directorate has seven service lines which encompass a range of specialist and generic clinical services, a school and a national nurse training scheme. It also houses gender identity services for both children and adults. These services vary from local to regional to national. She holds accountability for these services, the income of which is circa 25m sitting on the Trust board as an executive member. She is responsible for the quality, budget and governance of the directorate's services, which encompass contracts with over 25 CCG's, and local authorities as well as national contracts with the Department of Health, Department of Education and Department of Justice. She is also responsible for growth in the areas she leads, and the directorate has grown year on year during the time she has been Director. She works as part of a multidisciplinary team seeing children, their families and carers using a psychological framework undertaking clinical work and psychology assessments where appropriate. Dr Hodges is ADOS trained and teaches on several post graduate courses in the department. She has developed and been a course organiser in a previous role.

Abstract: In the UK, Child and Adolescent Services have experienced significant increases in numbers of referrals, against a backdrop of challenged resources. The context is shifting rapidly too, young people and their families are more likely to have used the internet to research their conditions and even received support through this route. The importance of ensuring services are relevant and meaningful to those who use them is being driven from a range of different perspectives, that of users, staff, commissioners and policy amongst others. Engaging children and young people in treatment can be challenging; often it is those around them who are most worried. Yet therapeutic approaches all require some level of engagement, and research evidence suggests that treatment is more effective when people are engaged and involved in their treatment. In this talk, the evidence around sharing decisions relating to treatment choice with children and young people in mental health services will be reviewed, and a novel approach that draws on an American system developed for physical health will be outlined. This approach uses shared decision-making grids that enable and facilitate genuine engagement over treatment choice.



Keynote Presentation

Racism at work: Are psychologists part of the solution or part of the problem?

Professor Binna Kandola, OBE

Organisation: Pearn Kandola, UK

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Biography: Diversity, assessment and development specialist Professor Binna Kandola is a Business Psychologist, Senior Partner and co-founder of Pearn Kandola. He has worked on a wide variety of projects for public and private sector clients both in the UK and overseas. As well as leading the practice, Binna is particularly interested in the study of gender bias and unconscious bias in organisations. He is the author of two critically acclaimed books on these subjects - 'The Invention of Difference: The story of gender bias at work' and 'The Value of Difference: Eliminating bias in organisations', his most recent book 'Racism at Work: The Danger of Indifference' was published in March 2018. Binna was the first Chair of the Standing Committee for the Promotion of Equal Opportunities of the British Psychological Society (BPS) and a member of Sir Robin Butler's Panel of Enquiry into Equal Opportunities in the Senior Civil Service. In 2004, Binna was invited to join the UK Government's National Employment Panel and appointed Chair of the Minority Ethnic Group. He is currently a visiting Professor at Leeds University Business School and at Aston University Business School. He is a regular contributor to the UK national media and has appeared on Sky News, BBC Breakfast, Channel 4 News and the Radio 4 Today Show. Professor Binna Kandola was awarded an OBE in 2008 for his services to Disadvantaged People and Diversity.

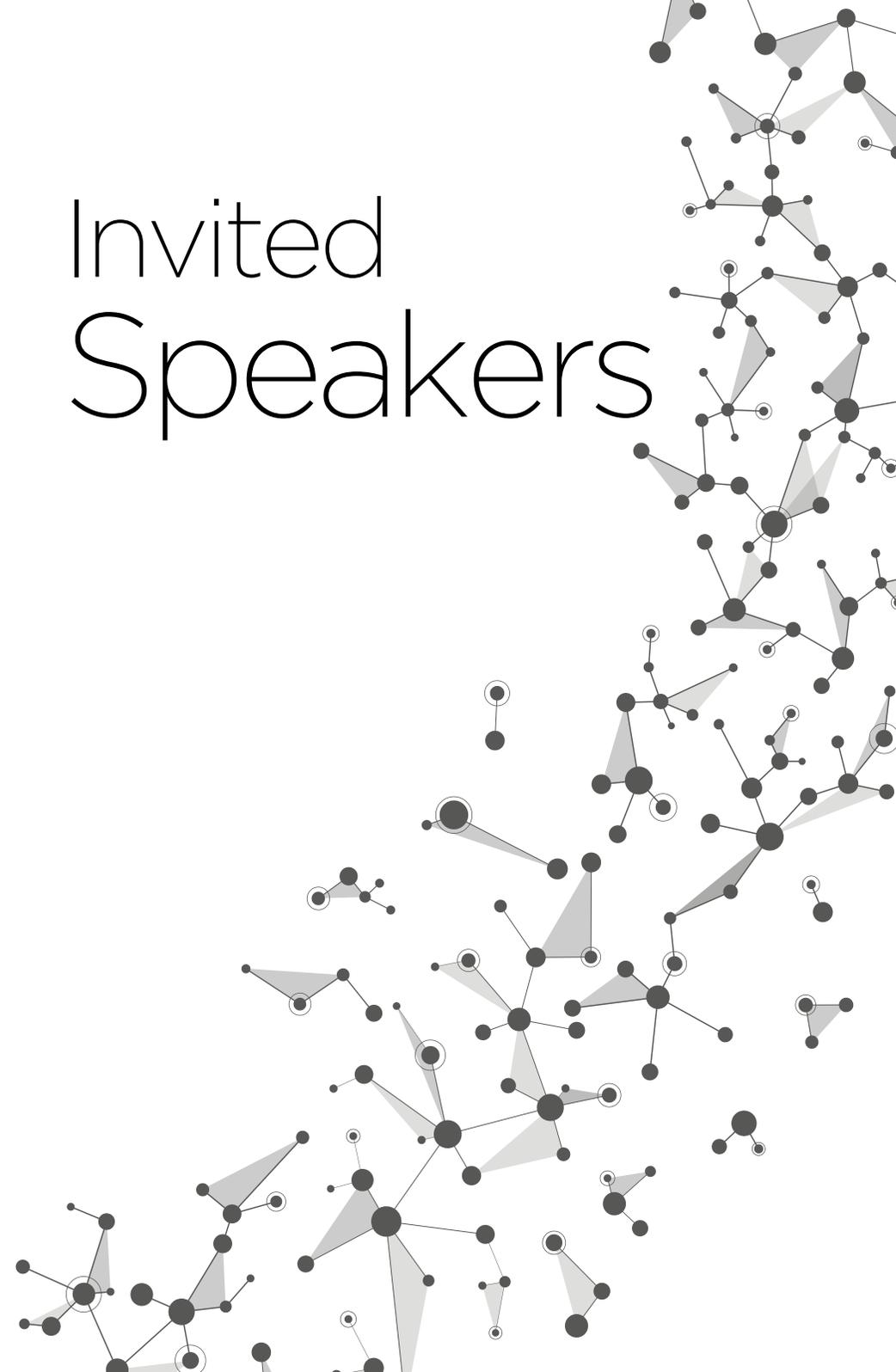
Abstract: In many countries over the last 50 years there has been a remarkable transformation of explicit attitudes towards race. However, racism is not disappearing, it has, like a virus, mutated. The present-day forms are more subtle, indirect and implicit and yet have the same impact as the more blatant forms. This keynote examines how racism manifests itself in today's workplaces and also looks at the role that psychologists have played and explores whether we are part of the solution of the part of the problem?

Recent research conducted by Binna Kandola revealed that

- 60% of black people and 42% of Asian people have experienced racism at work
- Of those 20% have been subjected to verbal and physical abuse
- More subtle forms of racism (e.g. being excluded, being stereotyped, were more common)
- 40% of people who witnessed racism took no action, primarily because they feared the consequences.

There will be an interactive and participative discussion to explore the themes from the keynote.

Invited Speakers



**Invited Speaker**

Emotional Intelligence at work: what is the business case for organisations?

Jo Maddocks

Organisation: JCA Global

Contact email: jo.maddocks@jcaglobal.com

Biography: Jo has over 25 years of experience working across the work-life spectrum, from supporting long-term unemployed adults to raise their self-esteem, to facilitating team development programmes with senior leaders. Across all aspects of his work, he aims to provide a highly pragmatic and realistic approach to making a positive difference to peoples' lives.

Jo's area of expertise is in developing and applying Emotional Intelligence in the workplace. He particularly enjoys creating new products and resources that help individuals, teams and organisations to improve.

Abstract: Emotional Intelligence (EI) is about being all that you can be; managing your resources and potential to thrive and succeed in work and life more broadly. Jo applies this principle to his personal life as an endurance athlete. For him it is as much about physical self management as it is about psychological awareness. We are all born with the innate resources to thrive and grow, we just need to learn how to harness them through EI.

Please contact Jo via the above email for further details on his session.

**Invited Speaker**

Putting the individual employee back at the centre of Occupational Psychology and HR Practice

Dr George Margrove

Organisation: 10x Psychology, UK and Front Talent, UAE

Contact email: george.margrove@10xpsychology.com

Biography: George is Principal Psychologist and has over fifteen years of experience in many areas of psychology that contribute to individual and organisational wellbeing and performance. A chartered occupational psychologist, George completed his PhD in stress, job satisfaction, and coping from Cardiff University in 2008, having previously completed degrees at Edinburgh and Nottingham Universities, and the London School of Economics. He is the author of a number of academic papers (as George Mark), including on the influential DRIVE model of stress (Demands, Resources, and Individual Effects). George is an expert in employee engagement, organisational culture, wellbeing, and stress management. He is fascinated by the application of psychology research and theory to better understand everyday human experience, to make a real difference to the daily world of people's work. Having worked as a subject matter expert with some of the world's biggest brands (including Mercedes, Google, Virgin Atlantic, Marks & Spencer, British Red Cross, TJX).

Abstract: Occupational psychology is playing an increasingly significant role in helping organisations to succeed across many countries, industries, and sectors. The use of psychology in recruitment and selection, leadership development, employee engagement, performance management, wellbeing, and organisational culture development is at an all-time high. However, much theory and application in these areas takes a top-down approach that does not account for the different needs of particular organisations, employee groups, or individuals, often in fact to the detriment of decision making and organisational and individual success. We believe that new perspectives and methods are required in these areas to put individual employees and organisational needs back at the centre of occupational psychology activities, for the benefit of all stakeholder groups, and will discuss some ideas and methods that may achieve this.

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Clinical Psychology



Challenges of accessing mental health care in the UAE: Through the eyes of a newbie

Aditi Manoj Bhatia

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Abstract: With the growth of the multicultural UAE population, the prevalence of mental illness has increased in recent times due to several factors such as stress and lack of social support. The UAE government has been actively supporting initiatives that promote good mental health such as the establishment of the Ministry of Happiness and the development of new mental health legislation. However, UAE currently has less than 1 licensed mental health professional for every 20,000 individuals (APA, 2015). Even when professional help is available, access to services can be very challenging due to language and cultural barriers, exorbitant costs of treatment and the stigma attached to help-seeking. Although there has been some growth in this area, there is still a lack of awareness about psychological problems and the pathways involved in access to treatment. Additionally, alternative sources of help and community initiatives are also scarce. Scholars have expressed their concerns about the heavy reliance on Western therapeutic models, and their compatibility with the UAE's culture and values (Al-Darmaki & Sayed, 2009) with little attention being given to the validity or appropriateness of what is being exported to ethnically diverse populations. This presentation will address first-hand experiences of observing challenges in accessing mental health care in the UAE, supported by regional research findings; all from the perspective of a newcomer to the field of clinical psychology practice.

A study on the effectiveness of Cognitive Behavioural Therapy for Obsessive Compulsive Behaviour in Iraq: Lessons for cross-cultural practice

Dr Angie Cucchi

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Abstract: The increased interest in the use of psychotherapy to deal with the emotional challenges dictated by profound political, economic and socio-cultural changes in the Middle East has prompted an interest in the development of psychological services in the region (Thomas, 2013). Given the emphasis on Cognitive Behavioural Therapy (CBT) (Beck, 1970) as the "golden standard" treatment for OCD in the UK (National Institute for Health and Clinical Excellence, 2005) and in the West (Al Sharbati, Al Sharbati and Gupta, 2014), some authors have called for the application of this model in the Arab world, highlighting the fact that some of the principles of CBT appear in concordance with Islamic and Arab values (Thomas, 2013). Hodge and Nadir (2008) highlighted how the scientific nature of CBT appears in congruence with an Islamic discourse that values reason and scientific exploration. Furthermore, Thomas (2013) eloquently illustrated how the CBT practice of challenging negative thoughts can find resonance with the Islamic concept of "Husn al-Dhann" (having a good opinion) and he expands on several arguments in favour of the application of CBT in the Middle East. Hence, there seems to be an increasing argument to apply the CBT model in the Arab world. However, consensus is not unanimous, and some researchers claim instead that the values of standard CBT may be in conflict with some Middle Eastern attitudes (Hodge, 2008). For example, illness is often accepted as a test from God and the common attitude of "khallia alla Allah" (leave it to God) might prompt people to endure a situation and not attempt to change it. In addition, contemporary interventions for mental distress in the West are primarily rooted in Descartes' dualism and in a model that views mental health conditions as meaningfully divided into discrete categories (Bentall, 2003). Cucchi et al (manuscript in preparation) explored the feasibility of applying the CBT model in a group of individuals who presented with OCD symptoms in Iraq. Results suggested a positive impact of CBT, with a significant effect for number of sessions. It appears that - in a culture that emphasises communities and protects one's private life by concealing inner feelings (Elsayed-Ek-Jiouly and Buda, 1996) - the analytic nature of CBT might be a useful tool for OCD. Results will be discussed in relation to cross cultural issues, suggested adaptations and the need to work more holistically with indigenous services.

Mentalizing in Eating Disorders and Personality Disorders: The role of emotions

Dr Angie Cucchi

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Abstract: Traditionally, Eating Disorders (ED) have been associated with a number of psychological and medical difficulties (Claes, Vandereycken and Vertommen, 2003; Levitt, Sansone and Cohn, 2004). However, more recently, a specific association between eating disorders and personality disorders (PD) has been reported in a meta-analysis of the literature and it is now widely accepted that the two presentations frequently occur together (Martinussen et al, 2017). In particular, it seems that Borderline PD (BPD) is often comorbid with EDs (Martinussen et al, 2017). Whilst until very recently little was known about the relationship between EDs and BPDs, recent studies suggested similar underlying core features for both disorders (Bateman and Fonagy, 2004; Bateman and Fonagy, 2007; Farber, 1995; Farber, 1997; Farber et al, 2007; Lane, 2002; Robinson et al, 2014; Skarderud, 2007; Skarderud, 2007a; Skarderud, 2007b). More specifically, it was claimed that the characteristic failure to understand one's own feelings and emotions, the concrete style of thinking, as well as the lack of reference to internal states when explaining behaviour, present in narratives of individuals who presented with EDs and BPD suggested a common lack of a mentalising stance (Skarderud, 2007). Mentalising, has been defined as "the mental process by which an individual implicitly and explicitly interprets the actions of himself and others as meaningful on the basis of intentional mental states" (Bateman and Fonagy, 2004, p.21). Empirical evidence supports this hypothesis by confirming that individuals with a diagnosis of BPD, together with individuals diagnosed with eating disorders, score lowest on mentalising (Fonagy, 1996). To date, a fragile mentalising capacity, extremely sensitive to social and interpersonal interactions, is believed to be a core feature of BPD (Bateman and Fonagy, 2004; Bateman and Fonagy, 2007; Allen, Fonagy and Bateman, 2008) and ED (Cucchi, 2016; Jewell et al, 2016). While it can be argued that most mental disorders involve some sort of difficulties with mentalising (Bateman and Fonagy, 2007), recent claims emphasised that impaired mentalising represents an obstacle to treatment in individuals with EDs and PDs. In fact, it has been claimed that traditional psychotherapy takes for granted mentalising capacity, hence limiting this client's groups' ability to engage in traditional therapy (Bateman and Fonagy, 2007). Indeed, whilst individuals with EDs and/or PDs might be able to accurately mentalise in neutral situations, this capacity shuts down in the face of intense emotions (Bateman and Fonagy, 2004; Allen, Fonagy and Bateman, 2008; Fonagy, Gergely, Jurist and Target, 2002), particularly emotions linked to the activation of the attachment system. As a result, it appears crucial that clinicians who work with these client groups understand the role of emotions in switching off an individual's ability to mentalise. Once this is understood, clinicians ought to learn to modulate their clients' emotional arousal in order to create and/or restore optimal conditions for mentalising.

The relationships between psychotherapy and coaching:
From clinician to coach, and back again?

Dr David A. Lee

Institution: HealthBay Holistic Center, HealthBay Polyclinic, Dubai, UAE

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Abstract: The issue of relationships and differences between psychotherapy and coaching remains a controversial. It polarises opinion, with many viewing the two as distinctly separate entities that have evolved along different pathways and are not related in any sense. At the same time though, skill-based, problem-focused and solution-oriented therapies have drawn attention from within the coaching community and many consider that there are important overlaps between each. Psychotherapy is geared to helping those who are suffering markedly from clinical disorders and whose life and is functionally impaired as a result. There are many wide and varied schools of psychotherapy with differing theoretical underpinnings. On the other hand, coaching is centred on helping clients who are looking to make significant changes in their lives and who are looking for different results in one or many areas but are not clinically disordered as such. Generally, it is focused on enhancing human performance (i.e. typically in business, work, personal wealth or sporting pursuits). In this presentation, I will draw on various papers and writings in effort to explore some of the relationships and differences between psychotherapy and coaching. I aim to set this in the context of supporting the stance that many applied psychologists are well positioned to offer coaching as part of their work. This is not to advocate that all therapists are well positioned to be coaches, nor that all coaches can be therapists. The delivery of psychological therapy and counselling interventions demands extensive training, supervision and ongoing reflective practice. However, I advocate that many psychotherapeutic approaches can be modified, adapted and integrated into a psychologically informed approach to coaching. Interventions from the fields of positive psychology, cognitive-behaviour therapy (CBT), multimodal therapy (MMT) and acceptance and mindfulness-based therapies may all form part of a psychologically informed coaching toolkit. I will provide a theoretical overview of the issues under consideration and also share some of my own professional experiences of having adapted my approach to help clients who were not suffering clinically, but who were looking to make significant lifestyle changes.

Fishing for emotional differences: Exploring cultural variation
in drawings across six nations using Google's Quick Draw.

Dr Justin Thomas

Institution: Zayed University, Dubai, UAE

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Abstract: Extensive research points to cross-cultural differences in emotional expressivity and the use of context in communication. The present study explored these ideas through the medium of digital drawings produced using Google's Quick Draw (N = 4869). The selected pictures were of fish and had been drawn by individuals from across six nations: UK, USA, Australia (individualist), Japan, Saudi Arabia and the United Arab Emirates (collectivist). Participants from individualist societies produced images expressing emotion (e.g. smiling or frowning fish) more frequently than their collectivist counterparts. Similarly, participants from individualist nations were significantly more likely to include contextualising elements within their drawings (e.g. seaweed or bubbles). Collectivist participants were significantly more likely to draw eyes on their fish, compared to their individualist counterparts. The results support previous work on emotional expression across cultures and research in the area of high and low context communication. The present study extends these ideas into the domain of computer-based drawing, suggesting Google's Quick Draw represents a useful resource for those interested in exploring psychological and cultural variation through the medium of pictorial representation.

The Role of Nutrition in Emotion and Mental Health

Dr Aisha (Laureen) Utz

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Abstract: The emerging fields of Nutritional Psychology and Nutritional Psychiatry point to the significant role of diet and nutrition in the mental health and well-being of individuals, including in the prevention and treatment of mental disorders. The International Society for Nutritional Psychiatry Research states that "Although the determinants of mental health are complex, the emerging and compelling evidence for nutrition as a crucial factor in the high prevalence and incidence of mental disorders suggests that diet is as important to psychiatry as it is to cardiology, endocrinology, and gastroenterology". In societies with developed and emerging economies, many people consume nutrient-poor, energy-dense, highly processed foods and are thus both overfed and undernourished at the same time. In addition to high rates of obesity, this leads to various deficiencies of essential nutrients, including those that are necessary for not only physical health, but also proper brain functioning and sound mental health. It should come as no surprise that the rates of mental illness are skyrocketing in many of these countries. The purpose of this paper is to present an overview of the field of nutritional psychology which focuses on how nutrient intake impacts mood and emotion, stress tolerance, energy, sleep, cognition, behavioural dysfunction and mental health in general. Specific attention will be given to the following topics:

1. Nutrient deficiency and sub-clinical symptoms (e.g., blood sugar-adrenal axis)
2. Nutrient deficiency and mental disorders (e.g., vitamin D, vitamin B, protein and amino acids, magnesium, omega 3 fatty acids)
3. Role of nutrition in clinical assessment and intervention

In relation to assessment and intervention, attention will be given to practical tools for use with clients, with a focus on assessment and client education. Scope of practice and boundaries of competence will also be considered, particularly for those who do not have specific qualifications in the area of nutrition. It is important for professionals in the field of psychology and related disciplines to become familiar with this aspect as part of holistic, patient-centred and integrative care, in collaboration with related disciplines.

What about emotions during peri- and postnatal time? Processing? Developing? Conceiving? For whom? For what?

Dr Maria Weissenböck

Institution: University of Applied Science / Women Health Center / Private Practice, Vienna, Austria

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Abstract: Emotions are a very elementary attribute of mankind. In every behaviour – kindly or harmful. In many cases they are well learned, but the basic facilities which every new-born brings along are also important. Already during pregnancy, a mother and her unborn child are in a very specific emotional contact. After birth a sequence of many different specific, very detailed activities are following, e.g. taking up, affecting, touching in a special sequence, talking, bringing the internal expectations together with the real impression. Nevertheless: it needs time, opportunities and self-assurance to get in emotional contact – called bonding. In the 1940s, in England, John Bowlby did primary research work on how attachment works and that this is a necessary base for a good, individual development for the child: socially, emotionally and mentally. During postnatal time, any disturbance can be the beginning of problems in healthy emotional and mental processing. Since then much research work has been done and published; but unfortunately paid too less attention in practice. Therefore, affords should be made to give mother and child a most private environment and possibilities encouraged to evolve appropriate emotions to strengthen bonding in the end. Moreover, it should be carefully observed if any and which influences such as postnatal psychiatric disorders or troubles are having negative effects on mother-child-bonding and how this can be dealt with. Research work has shown that relevant support and relief improves and corrects the emotional behaviour and therefore stabilizes the basic mental health development. This lecture gives an insight how this very early and important period of time of emotions can be understood and also properly supported by professionals working with mothers during pregnancy and after birth. Case studies give practical insight how this can work even in a clinical routine.

Panel Discussions

UAE Psychology 2.0: In need of a kickstart (again)!

Taregh Shaban, Dr Brettjet Cody & Anjana Chandran

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Abstract: Let's be honest, the field of psychology is floundering not only in the UAE, but across the region. We lack a serious professional body to regulate the field, we do not have a functioning code of ethics, and no mechanism to enforce professional standards. Further, we continue to suffer from a lack of awareness about what psychology professionals actually do both within and outside the field by average people, other professions and government bodies alike. Academic programs lack serious internship placements and find it difficult to find any work after graduation, and little research – with a notable social impact – is coming out of psychology departments. Regional psychology needs a reboot. In this panel discussion, we offer a short update about the current state of affairs and then open the rest of the session to participants to find concrete, practical solutions to these issues and hopefully leave with a working agenda of items that may be completed over the course of the year. We hope to make this an annual panel assessing the state of UAE psychology.

Category: Professional Workshops



Trauma and Eye Movement Desensitization Reprocessing (EMDR) Therapy

Dr Shaima Al Fardan

Organisation: Camali Clinic, Dubai Healthcare City, UAE

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Abstract: Over the past three decades, positive results have been consistently reported with using EMDR as a mode of therapy (Edmond & Rubin, 2004; Shapiro, 2018; Solomon & Shapiro; Van Der Kolk et al 2007). The role of EMDR therapy is to help metabolize the experiential contributors to present dysfunction. EMDR does not discriminate in that it heals wounds and dysfunction that may result after experiencing life threatening traumatic events or the aftereffects of distressing events that are encountered in childhood and everyday life (Marich & Dansiger, 2018; Marich, 2014). EMDR in general assists the individual into transforming a negative maladaptive experience into what becomes an adaptive learning experience. This transformation occurs through targeting the memories, beliefs, emotions, and physical responses that occur when an individual encounters a disturbing event. As a result, the negative images, negative beliefs, and negative emotions become less vivid and less valid. In addition, EMDR enables individuals to observe their experiences in a new way, without the verbal give and take needed in traditional psychotherapy and without speaking about the intolerable experience that individuals have encountered while also allowing them to stay fully focused on their internal experience (Van Der Kolk, 2014). EMDR transcends culture and language since it focuses on internal processes which makes it an ideal tool for healing trauma and emotional wounds in individuals who live in a diverse country like the UAE. The purpose of this workshop is to provide an overview of EMDR, to discuss the efficacy of using such a modality in the UAE, to understand trauma through the lens of EMDR as well as an overview of some useful tools for the assessment of trauma.

Learning Outcomes:

- Develop good understanding of what EMDR is, how it developed, and the research around its efficacy.
- Understanding how EMDR is more than a technique and understand the theoretical frame work (Adaptive Information Processing, API) behind it as a therapy.
- Develop an understanding of how to conceptualize trauma through EMDR (API).
- Learn powerful tools that may be used to assist in the assessment of trauma.
- Awareness of the eight-phase treatment within the EMDR treatment protocol.
- Learn about utility of EMDR in communities in the UAE.
- What makes the UAE unique and possible barriers/hurdles to applying it (language, culture, therapist training).

Multimodal Therapy: The Legacy of the Late Arnold A. Lazarus (1932-2013)

Dr David A. Lee

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Abstract: Multimodal therapy was created by the late Arnold A. Lazarus (27 January 1932 – 1 October 2013), a pioneering clinical psychologist and distinguished professor at Rutgers University in USA. Lazarus was one of the great pioneers of the cognitive-behavioural therapies, and himself originated the term 'behaviour therapy'. Multimodal therapy is a broad-spectrum approach for guiding intervention rather a therapy in its own right. It is based on the notion of 'technical eclecticism'. That is, by using a multimodal approach, therapists are able to draw from a wide array of therapeutic interventions and strategies. Importantly, the therapist need not "buy into" the underpinning philosophy of any particular psychotherapeutic approach (e.g. CBT, psychodynamic psychotherapy, gestalt therapy) in order to use specific interventions drawn from these with the client. Effectively, the skilled multimodal therapist is able to draw from a large toolkit of therapeutic interventions and use these in a targeted fashion to help the client. Multimodal therapy is well suited to working with adult and adolescent clients who are showing a willingness to be helped. Central to multimodal therapy is the notion of the 'modality profile'. The acronym 'BASIC ID' is used here to attend to seven 'modalities' and to help identify problem areas in working with the client. This can guide the therapist in selecting appropriate and effective interventions. Multimodal therapy allows the therapist to work creatively, flexibly and in an integrative manner without being tied to one therapeutic approach. At the same time, it enables the therapist to remain focused and to adapt his or her style based on the needs of the client. The concept of the therapist as an "authentic chameleon" who can readily adapt his or her style, and not be confined to working and relating in one way only, is central to the approach. Multimodal therapy is not confined to treating diagnoses and symptoms, but rather to understanding the "person" as a whole and helping by teaching skills, working on both therapy content and relational issues, and providing necessary education. In this workshop, Dr Lee will provide a general overview of multimodal therapy. He will briefly cover the background context to its development, how assessment proceeds when using a multimodal approach, the BASIC ID framework, and how widely varying therapeutic interventions can be used together with the client across the seven modalities. This workshop may be of interest to psychologists, counsellors, therapists and other helping professionals who are seeking to understand how a broad-spectrum and integrative approach may be used to help clients who are primarily of adult or adolescent age.

Incorporating Ethnic Identity and Acculturation Matrix in Therapy - A primer for working with clients from the Indian sub-continent.

Sailaja Menon

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Abstract: The session will begin with an experiential exercise that demonstrates worldviews of people of different cultures and how our thoughts and beliefs play an integral part in how we respond to therapy and or life situations in general. Using this as an overarching example the session will explore the relevance of ethnic identity and acculturation matrix model in therapy with clients from the Indian sub-continent. The session will also explore the dynamics of the environment / country where they are attempting to assimilate and its relevance to the client's status in the ethnic identity and acculturation matrix. The challenges and dynamics of this process will be discussed with real case examples of clients from the US, India, Singapore and Dubai to demonstrate the impact of acculturation from a cross country perspective and the factors that contributes to this difference. The session will demonstrate receptivity of patients towards traditional therapies versus creative models of therapy. Case studies and group discussion will be used to demonstrate further understanding. Creative strategies that have been used based on their status in this matrix model and effective outcomes of client progression will be shared.

Stop the Avoidance of Exposure Therapy

Dr Khadeja Mousa

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Abstract: The aim of this workshop is to help clinicians better understand how to incorporate exposure therapies (ET) in treatment plans based on Cognitive Behavioural Therapy (CBT). The workshop will include theory, principles, and techniques of exposure therapies. Attending participants will leave the training better prepared to utilize ET skills with proper follow-up consultation. Training will include didactic presentation, video presentation, handouts, and experiential learning exercises. Exposure Therapies are highly effective for clients with anxiety disorders, to the point where exposure should be considered first-line, evidence-based treatment for such clients. There is empirical support for exposure therapy for anxiety disorders such as specific phobias, general anxiety disorder (GAD), obsessive compulsive disorder (OCD), panic disorders, and the agoraphobic component. In clinical practice, however, these treatments are underutilized. Clinicians are using CBT but often forget or don't feel competent enough to utilize the "behavioural" part of CBT, which in this case is exposure therapy. Simply put, exposure therapy works and needs to be utilized.

Learning Outcomes:

- Describe the theoretical and etiological components of particular anxiety disorders.
- Understand and utilize the fundamental theoretical underpinnings of Exposure Therapy (ET).
- Learn how to implement and practice ET techniques including imaginal exposure, in-vivo exposure, and breathing retraining.
- Discuss how to manage clinical challenges and concerns such as client compliance.

Emotions at work: Assessing and Improving Emotional Health of Psychologists Practicing Clinically in the UAE

Dr Marie Thompson

Organisation: Vivamus, Dubai Healthcare City, UAE

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Abstract: Working as a psychologist in the UAE is a unique experience. Bringing one's own standards of professional practice to an emerging psychology field is associated with rewards and challenges. A survey has been conducted which aimed to capture a) how psychologists in the region rate their own emotional health and b) what factors are associated with emotional health. This workshop will share the results of this survey and will invite attendees to think about factors affecting the emotional health of psychologists practicing in the region. The workshop will focus on ways we can work as a group to promote and support the emotional health of those working in the region. The goal of this workshop is to establish strategies we can implement immediately and in the short-medium term to enhance emotional health of those practicing in the UAE.

Learning Outcomes:

- An appreciation of the results of a survey assessing emotional health of psychologists practicing in the region.
- An understanding of factors associated with emotional health of psychologists practicing in the region.
- An overview of literature regarding positive emotional health at work.
- Ability to reflect on one's own emotions at work and how this is similar and different from gold standards of workplace happiness.
- The opportunity to contribute to a discussion as to how we can improve the emotional health of psychologists working clinically in the region.
- The opportunity to shape how we can promote and support psychologists practicing clinically in the region.

The Role of Emotions in Psychosexual Disorders

Dr Monica Thompson

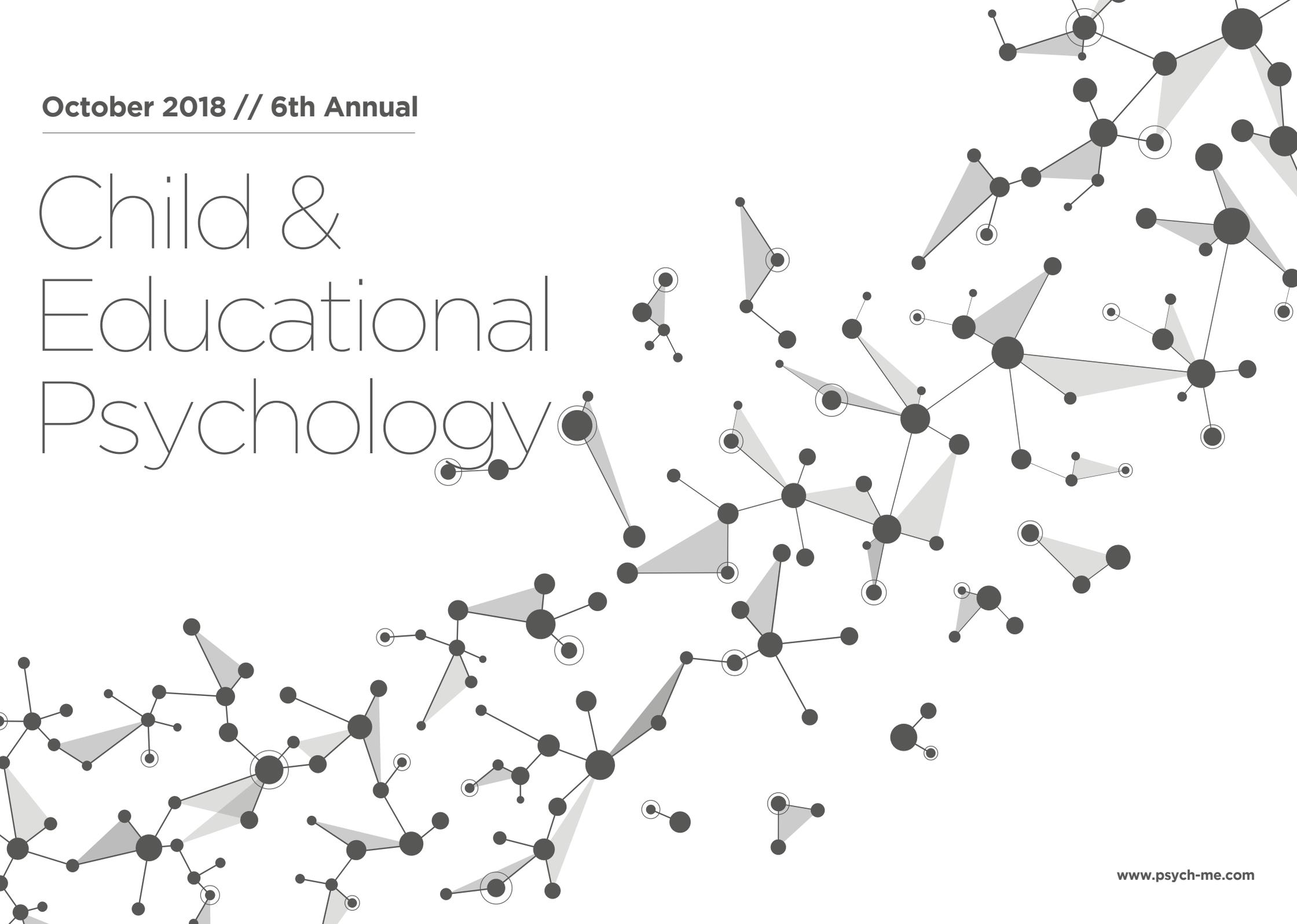
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Abstract: This workshop is aimed at qualified psychologists, counsellors and other clinicians who are working with clients with sexual health problems or want to learn more about the vital role emotions play in the treatment of sexual health problems. Clinicians will benefit most from this workshop if they have experience in applying Cognitive Behavioural Therapy (CBT) techniques as the training aims to enhance CBT skills and knowledge in treating psychosexual disorders. There has been much controversy over the treatment of choice for psychosexual problems such as vaginismus, dyspareunia and porn addiction, which have been conceptualised as having a primarily biological aetiology. This has influenced medical and psychological treatments in these areas. However, there is a growing body of knowledge and acceptance that emotions play a pivotal role in the development and treatment of these conditions. This knowledge is having a significant impact on diagnosis, treatment and outcomes for these conditions. Dr Monica will share her knowledge and experience of the latest evidence-based treatments and how to apply new learnings when working with clients who present with psychosexual complaints.

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Child & Educational Psychology





Third Culture Kids: Addressing Unresolved Emotions Through Relational-Cultural Therapy

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Abstract: With a demographic of nearly 90% expatriates and over 200 international schools, Dubai is a Third Culture Kid hub. A Third Culture Kid describes someone who has spent a significant part of his or her developmental years outside the parents' home culture (Pollock & Van Reken, 2009). Thus, the third culture is created from the sense of living "in between" the parents' culture and host culture. In Dubai, this is complicated even further by the global representation of cultures alongside the Arabic culture of the UAE. The nature and number of moves during developmental years can impact a child's social and emotional development if not navigated well (Bushong, 2013). The stress of an overseas move can weigh on parents in a way that leaves a child feeling little permission to grieve or express emotions in a productive way (Bushong, 2013; Melles & Frey, 2014). TCKs are prone to the experience of unresolved emotions such as grief, anger, depression, isolation and anxiety. Counsellors have a responsibility to consider not only the passport culture of the young person, but also the myriad of complexities that come with a TCKs sense of identity and belonging. Many well-known theories can be applied to the TCK experience, including attachment theory, psychosocial development theory, family systems theory, and cognitive behavioural therapy. However, less attention has been given to Relational-Cultural Theory as a framework to view the TCK experience. Relational-Cultural Theory proposes that "all growth occurs in connection, that all people yearn for connection, and that growth-fostering relationships are created through mutual empathy and mutual empowerment" (Jordan & Harling, 2010). A central relational paradox can occur when chronic disconnections, which happen often in TCK experiences, lead to self-protection and the sacrifice of authenticity and mutuality in relationships (Melles & Frey, 2014). Relational-Cultural Therapy seeks to help TCKs build resilience around inevitable disconnections that will occur in their mobile experiences and re-entry into their home culture (Comstock et al, 2008). Regardless of therapeutic approach, counsellors in Dubai must be tuned into the hidden unresolved emotions that can hinder a child's development. This presentation intends to bring more awareness of the unique emotional needs of TCKs and stimulate discussion of RCT as well as other theories and techniques that will help TCKs thrive in Dubai.

Medical Art Therapy, Developing Resiliency in Paediatrics in UAE

Sara Powell & Mariam El Halawani

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Abstract: Research indicates that there are psychological consequences to managing a physical disease and trauma is prevalent in paediatrics with chronic illness. Most children who have experienced chronic illness, with subsequent hospitalization have some level of trauma needing to be processed and supported. Helping children express their related trauma and consequently how they perceive what is happening to them is vital (Malchiodi, 1999). This presentation will focus on a cultural context. In UAE approximately 270 genetic diseases have been acknowledged, approximately 60% are autosomal recessive (Al Gazali, & Ali, 2010). The Health Authority of Abu Dhabi acknowledged mental health as a public health priority in addition to six out of ten public health priorities focused on chronic disease (Hajat, Harrison, & Shather, 2012), indicating the UAE's recognition of the importance of managing/preventing physical and mental illness. However, within the medical environment a mind-body connection is still not fully integrated. There is a gap and need for patients and families to support the emotional needs of a physical diagnosis. Given the lack of a comprehensive service in specifically managing the psychological consequences of paediatrics with rare genetic disease in the UAE, this presentation will discuss the use of art therapy and play therapy as a supportive treatment for those and their families managing rare genetic disease. Participants will gain a valued understanding in medical art therapy as a treatment modality.

Learning Outcomes:

- Participants will be given a brief introduction to Medical Art Therapy, and the integration of Play.
- Develop awareness of research and recent findings in Medical Art Therapy.
- Discuss specific findings of medical art therapy in the UAE with a focus on rare genetic diseases.
- Understand how art therapy is pivotal in supporting a mind body connection and in supporting medical related trauma.

Self Attitude and Socialised Aggressive Conduct Disorder Among Adolescents

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Abstract: Experts in the field of child psychopathology have long been exploring the broad array of Emotional and Behavioural Disorders (EBDs) of children and adolescents. Children with conduct disorder (CD) comprise a considerable proportion of the work of mental health professionals due to the significant disrupts caused by these behaviours at school and home. CD in childhood is associated with long term negative consequences including development of antisocial and criminal behaviours in later life. Among the multiple categorisations of CD, Socialised Aggressive Conduct Disorders (SACD) are frequently reported among adolescents and particularly troubling area for parents and teachers. The presence of delinquent friends and deleterious peer influences are powerful risk factors for indulging in such activities intended to establish social acceptance within deviant and anti-social peer groups. With the development of autonomy and identity with advanced cognitive abilities, significant self-conceptions become more complex, differentiated and structured during adolescence. Nevertheless, self-attitude forms the cognitive foundation for constructing the identity of an individual, it is reported that the most significant changes and a more accurate expression of self-concept occur in adolescence. It is imperative to note that different individual mechanisms also place a child at risk and affect the normative course of development, of which significant observations underscored the influence of adolescent self-attitude on the onset and prevalence of maladaptive emotional and behavioural problem behaviours. Through the present study the researcher examined the adolescent attitude towards self and Socialised Aggressive Conduct Disorders. The present study, with 380 samples, establishes the relationship between adolescent's attitude towards self and SACD. The theoretical and practical implications of the findings substantiate the practical/empirical knowledge to parents and educators about the necessity of ensuring an environment that can mould and enhance adolescent's attitude towards self in a more positive manner.

Supporting Children's Emotional and Psychological Wellbeing in Schools

Esra Uzsayilir & Sara Callaghan

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Abstract: A report by the British Psychological Society (BPS) states that the demand for psychological services for children in the UK far outstrips capacity. Statistics show that one in 10 children – an average of three in every classroom – has a diagnosable mental health problem, and that 75% of mental health problems in adults have their roots in childhood. Teachers will be teaching children who have anxiety, depression and phobias, and these disorders now manifest at earlier ages. With the recent launch of the first, comprehensive mental health strategy in Dubai: Happy Lives, Healthy Communities (Dubai Health Authority, 2018), which calls for raising awareness of mental health issues and professional development for professionals, this discussion aims to consider how it fits in to the current landscape in Dubai schools. We will present an overview of the emotional wellbeing vision of the Arbor School, which recognises that embedding skilled counsellors and therapists in the school, as part of a whole school approach, can have an enormously positive impact for pupils, families and staff. The discussion will then open-up to share ideas and best practice around:

- Promotion of emotional wellbeing and raising awareness of mental-health in schools
- Preventative work and early intervention
- Supporting teachers
- Working with parents

Category: Professional Workshops



Supporting Children's Emotional Resiliency in the UAE

Amy Bailey & Esra Uzsayilir

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Abstract: This workshop will present models of resiliency and how these apply to children in the UAE including an exploration of some of the unique challenges for children and young people in the region. It will look at the benefits of using the Friends Program: an intervention underpinned by the principles of Cognitive Behaviour Therapy (CBT) and recognised by the World Health Association and discuss our implementation of this in kidsFIRST Medical Center, reviewing pre and post data collection. Participants will have an opportunity to participate in and discuss some of the activities from the programme and we will also consider relevant research and evaluations from countries where Friends is well established in schools (UK, Ireland and Australia).

Super Skills for Life: Transdiagnostic program for the prevention of emotional problems in young people

Professor Cecilia A. Essau

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Abstract: This workshop is designed for researchers and clinicians who are interested in anxiety and depression in children and adolescents. It will begin with a brief update on research related to anxiety and depression on the prevalence, course, and risk factors of these disorders. The second section of the workshop will include presentation of a trans-diagnostic treatment protocol ("Super Skills for Life") that is based on the principles of CBT, behavioural activation, social skills training, and uses video-feedback and cognitive preparation as part of the treatment.

Learning Outcomes: At the conclusion of the workshop, participants should have a good knowledge of:

- the prevalence, comorbidity, and course of anxiety and depression in children and adolescents
- the risk and protective factors of anxiety and depression
- various psychological prevention/intervention programs for anxiety and depression

Participants will also have an opportunity to practice the major components of the "Super Skills for Life".

Engaging with bullies using motivational interviewing techniques: The importance of understanding bullies' needs when formulating anti-bullying strategies and programs.

Dr Rebecca Ferguson & Dr Kirin Fiona Hilliar

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Abstract: Bullying is still widespread within schools, despite many effective anti-bullying programmes and interventions. In fact, in the U.S. more than 20% of students report having been bullied (National Center for Education Statistics, 2016). Many anti-bullying interventions (individual- and school-based) have been designed to assist bullied children, but the needs and perspectives of the bullying child/adolescent is often neglected. Consequently, only half the issue is addressed, reducing the likelihood of successful intervention. Moreover, many anti-bullying policies explicitly aim to punish the bully through suspension, expulsion, etc., which can exacerbate the bully's existing problems and thus make the bullying (and other challenging behaviours) worse. Juhnke, et al. (2013) first demonstrated the application of motivational interviewing to address bullying behaviour. This workshop gives participants the opportunity to view and practice the use of motivational interviewing techniques to emotionally engage and empathize with a child or adolescent who is bullying. Motivational interviewing (Rollnick and Miller, 1995) is well-documented as an effective evidence-based intervention to achieve behavioural change (Lundahl, Kunz, Brownell, Tollefson, & Burke, 2010). The use of motivational interviews helps clinicians identify the functions behind the bullying behaviours (emotional, social, or otherwise), and the bully's motivation to change, so that the most effective interventions and supports can be implemented for them. Fun role plays will be utilized to make this interactive for participants.

Learning Outcomes:

- Review the common characteristics of child and adolescent bullies.
- Understand common interventions for bullying.
- Learn how to engage with bullies using motivational interviewing, through observation and practice.

Developing a culturally appropriate bullying prevention program for schools in the GCC.

Sara Hassan & Dr Nuhaila Al Rawahi

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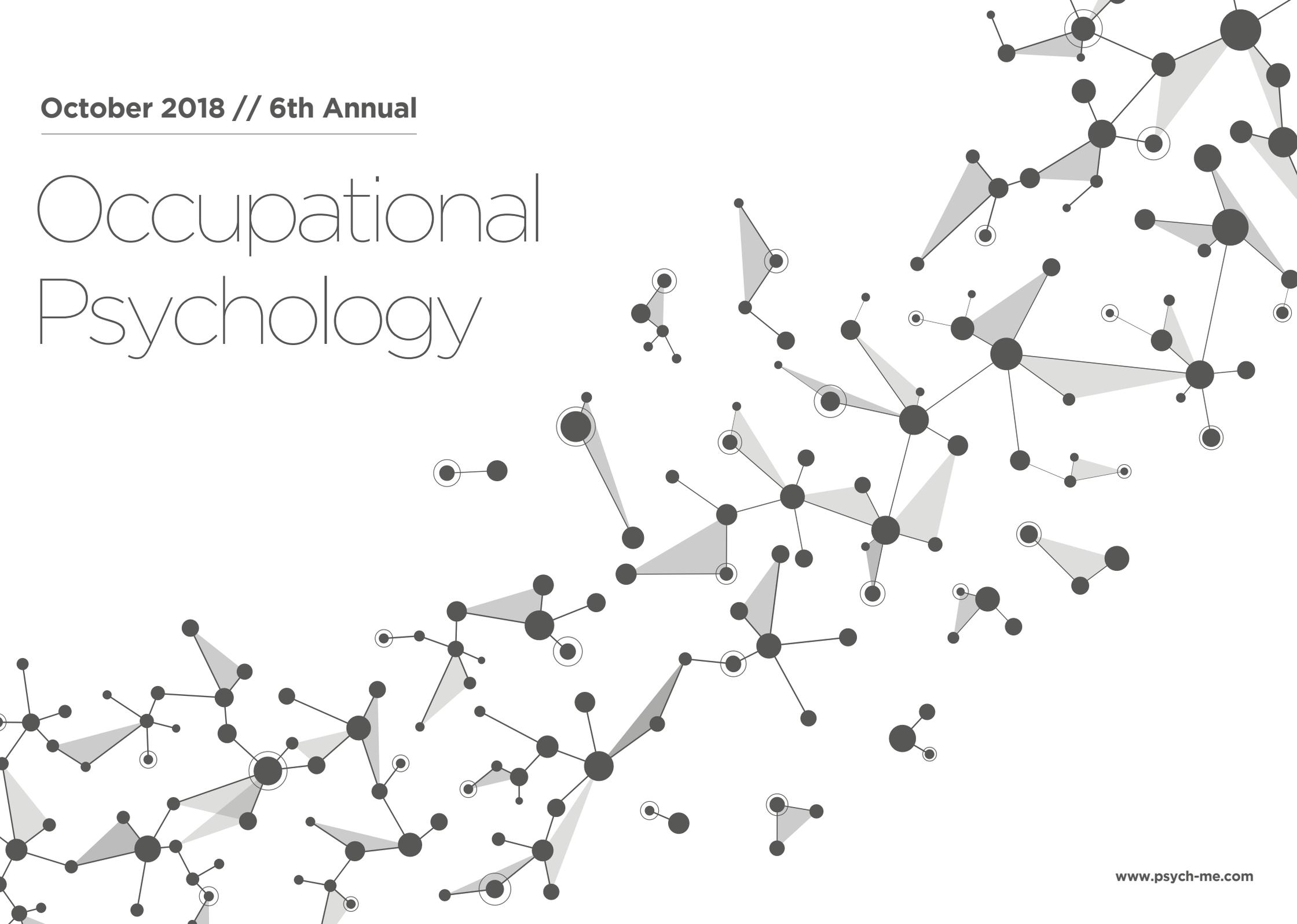
Abstract: Bullying has become a global public health epidemic in recent years. Current estimates suggest that nearly 30% of American adolescents reported at least moderate bullying experiences as the bully, the victim, or both. Specially, of a nationally representative sample of adolescents, 13% reported being a bully, 11% reported being a victim of bullying, and 6% reported being both a bully and a victim (Nansel et al, 2001). Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. Research has shown that bullying affects students psychologically, emotionally and physically and the effects are long lasting if left untreated (Olweus, 1993). For this reason, a collaborative effort is necessary to comprehensively address and prevent bullying utilizing an ecological framework. Ms. Sara and Dr Nuhaila have agreed that an ecological framework is the most suitable way to develop a prevention program as bullying is a community issue rather than an individual issue. Addressing bullying through understanding and preventing it utilizing culturally appropriate and sensitive measures built on 'connectedness', 'love' and 'respect' is crucial. Due to the lack of research in the Gulf region, it is crucial to collaborate with researchers in the region to obtain a clear understanding of the issue, to determine prevalence and incidence rates and the impact bullying has on children and youth in the region. Ms. Sara and Dr Nuhaila are two professional psychologists who have collaborated with the aim to develop a culturally appropriate bullying prevention program for schools in Oman with the hope to expand into the MENA region. Although both are internationally qualified and experienced, they felt that the context of which bullying occurs in the region warrants further exploration. They aim to use the workshop to triangulate their preliminary findings, their own experiences and the experiences of the varying psychologist practitioners and participants to better understand the social and cultural context specific to the region and their implications on assessments, prevention and intervention strategies.

Learning Outcomes:

- Importance of collaboration between psychology professionals in terms of practice, understanding the context and developing comprehensive interventions.
- The importance of the Ecological Framework/Ecological Systems Theory in terms of understanding bullying, identifying barriers and developing interventions for the Middle East.
- Understanding how bullying affects perpetrators of bullying, targets of bullying, bystanders and the whole school climate. Examples of real cases will be shared with the group.
- Heightened awareness of the impact of culture on the perception of bullying; how it is dealt with and how children and youth express emotions as a result.
- To understand the strengths and limitations of commonly used bullying assessment tools.
- Promoting research of evidence based bullying prevention programs and assessments in the GCC.
- Understanding positive protective factors that are likely to make children and youth more resilient when facing adversities such as bullying.

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Occupational Psychology



Using Positive Psychology Interventions to Introduce Organisational Change

Shahinda Baig

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Abstract: Human psychology is old and primitive, yet in the modern world where change is constant, we struggle to teach it new things. To keep up with this changing landscape organizations too frequently shift ways of working (Armenakis et al., 1993). Competitive markets force cost reductions, demand increased productivity and cultivate models of “downsizing”, “lean-production”, “restructuring”, etc., ultimately placing greater strains on the remaining workforce (Turner, et al., 2002). This study will look at the view employees having undergone Organisational changes (OC) in the past, hold towards effect on organizational change readiness (OCR) when OC is introduced through Positive Psychological Interventions (PPIs). OC is usually initiated by others (Bartunek et al., 2006) and is extrinsic for most employees, therefore, getting a strong intrinsic response. 2/3rd respondents in a survey of 3000 employees (Meaney & Pung, 2008) indicated their companies failed in implementing a “step-change” in performance, confirming the primary obstacle to effective OC being employee resistance (Miller et al., 1994). Research confirms mentally healthy employees are more productive and dynamic (Harter et al., 2002), making it imperative that OC is presented in a positive manner (Rafferty et al., 2013). Positive psychology is extensively applied to individuals’ personal life but seldom is a link formed with work-groups. Baños, et al., (2016, p.38) define PPIs as “intentional activities designed to cultivate positive feelings, cognitions, and behaviours.” People spend substantial time working (Schor, 1991) hence, OC likewise affects personal lives (Turner et al., 2002) and vice versa. Early application of PPIs in relation to OC may help formulate positive beliefs, attitudes, emotions, and behaviour (Sin & Lyubomirsky, 2009) as opposed to later interventions aiming to reduce harm. Grant-Vallone & Ensher, (2001) rightly propose successful organizations show concern towards employee emotional well-being by providing support through similar initiatives. Although it is not always possible to invent what OC employees want to live, it may be likely to equip them better by applying PPIs to enhance OCR. Organisational members develop similar emotions through work-group interaction, forming a consensual view of OC (Kozlowski & Klein, 2000; Sanchez-Burks & Huy, 2009). Thus, Whelan-Berry et al., (2003, p.187) define OCR as “the organizational-level change process inherently involves the group and the individual change processes”. Understanding psychological issues comprise contexts in which they are embedded. There are various impacting factors on the perception of applying PPIs on OCR. Due to confines of focus and space during this study, we will limit review to a few fundamentals of each dimension: individual and group without necessarily limiting the scope.



Psychological Career Resources in Relation to Career Satisfaction: An Exploratory Study

Marais Bester

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Abstract: The complexities of the modern work environment have resulted in a major evolution in the concept of the term 'career'. Contemporary careers are becoming more boundaryless, protean, global and entrepreneurial. In order for individuals to have satisfactory and successful careers they need to develop and utilise their psychological career resources. The aim of the study was to determine the relationship between the psychological career resources (as measured by the Psychological Career Resources Inventory) and career satisfaction (as measured by the Career Satisfaction Scale). As the satisfaction with one's career (subjective career success) is the biggest predictor of overall career success, there appears to be a need for research on the psychological career resources that enhance individuals' career satisfaction. Knowledge on the relationship dynamics between psychological career resources and career satisfaction may guide human resource and career-development support practices in assisting staff members to optimise in their careers. A quantitative survey was conducted on a convenience sample of 550 employed adults at managerial and staff levels across various industries. Correlational and hierarchical moderated regression analyses revealed a number of significant relationships between the two variables. The psychological career resources of career preferences (flexibility in making career choices and alterations), career values (well-crafted career plans and actions to achieve career goals) and career harmonisers (i.e. self-esteem, behavioural adaptability and emotional literacy) had the strongest relationship with career satisfaction. Tests for significant mean differences revealed significant differences between individuals from different race, gender, age, qualification, job level and tenure groups in terms of their psychological career resources and career satisfaction. Managers and human resource practitioners need to recognise how people's career preferences and career meta-competencies influence their sense of career success. The findings add to existing career literature on the psychological factors that affect the self-perceived career success of working adults and provide valuable information that can be used to inform career development support practices in the contemporary world of work.

Employee Engagement: Why One Size Doesn't Fit All

Khaled S. Fathi

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Abstract: Employee Engagement; a broad, diverse and esoteric area that presents a critical challenge in today's workplace; one which academics are yet to reach a consensus on, and practitioners are yet to have a strategy for. Leaders must focus on building an engaging work culture in order to unleash and maximise human capital. Despite this, a single universal approach to driving productivity and performance in this manner – one which works across industries, regions, functions and age groups – still seems out of reach. Employee engagement is an enigma which still needs decoding, and, because of this, many organisations are hesitant to open what they perceive to be Pandora's box – an action which is necessary for a happier, cohesive and productive workforce. This session begins by defining responsibilities for engagement at organisations, considers the different challenges leaders may face to keep their teams engaged, defines expectations from different generations in today's workforce and, lastly, sheds some light on the organisational drivers that together cultivate engagement at the individual level. Ultimately, we will explore how organisations can use sustainable longer-term strategies to maximise the potential of their people and avoid the temptation of quick-fix yet temporary solutions.

Discovering the Perceived Role of Diversity in Successful Firms

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Abstract: It is already apparent and acknowledged by various organisations that the future workforce will be even more inclusive and diverse than it is now, unrestricted by gender, race, culture, disability, nationality. It then follows, organisations that are able to retain, motivate and employ these talented individuals will be at a competitive advantage, while those that don't will be struggling to survive in the market. Empirical research by Galinsky et al (2015), disseminates that diversity in race, gender, age, etc. has immense benefits for organisations, communities and nations. However, because it can also be the cause of detrimental forms of conflict and resentment, its advantages are not always acknowledged. Given that the consequences of ineffective diversity management are often apparent, getting diversity to work in an organisation is not only the right thing to do, it is a strategically advance move. Managing diversity at work is needed to create and manage a positive dynamic workforce where similarities and individualities are valued, and to optimise their potential to make effective contributions towards the organisation's goals and objectives. The importance of diversity in organisational context has led many organisations to research the link between diversity and performance, both at an individual and organisational level (Patrick & Raj Kumar, 2012). The aim of this research is to identify the extent to which employees perceive diversity contributes towards performance, and to explore the conflicting notion of success and performance from the perspective of the employees to that of the organisation. This research intends to explore the topic of diversification through the qualitative study, by implementing a multiple case study approach. The purpose of using this approach according to Piekkari et al (2009), is to give a better indication into what is relevant for the research topic and to provide a better feel for variety. Furthermore, this research aims at investigating the linkage in people's minds between gender, ethnical, educational, cultural diversity and performance outcomes. It is fundamental to acknowledge that people follow the organisation script when asked about diversity, and this is a prominent issue in intercultural communication research, and this paper further aims to dig beneath the rhetoric. The target population for this research consists of 12 participants, including senior managers and middle/lower level employees from three organisations that are considered highly successful due to their operation methods and various achievements in the nation.

Panel Discussions Identification and Management of Psychopathic Personality Traits in a Range of Contexts

Dr Alia Al Serkal, Dr Elena Andrioti & Dr Kirin Fiona Hilliar

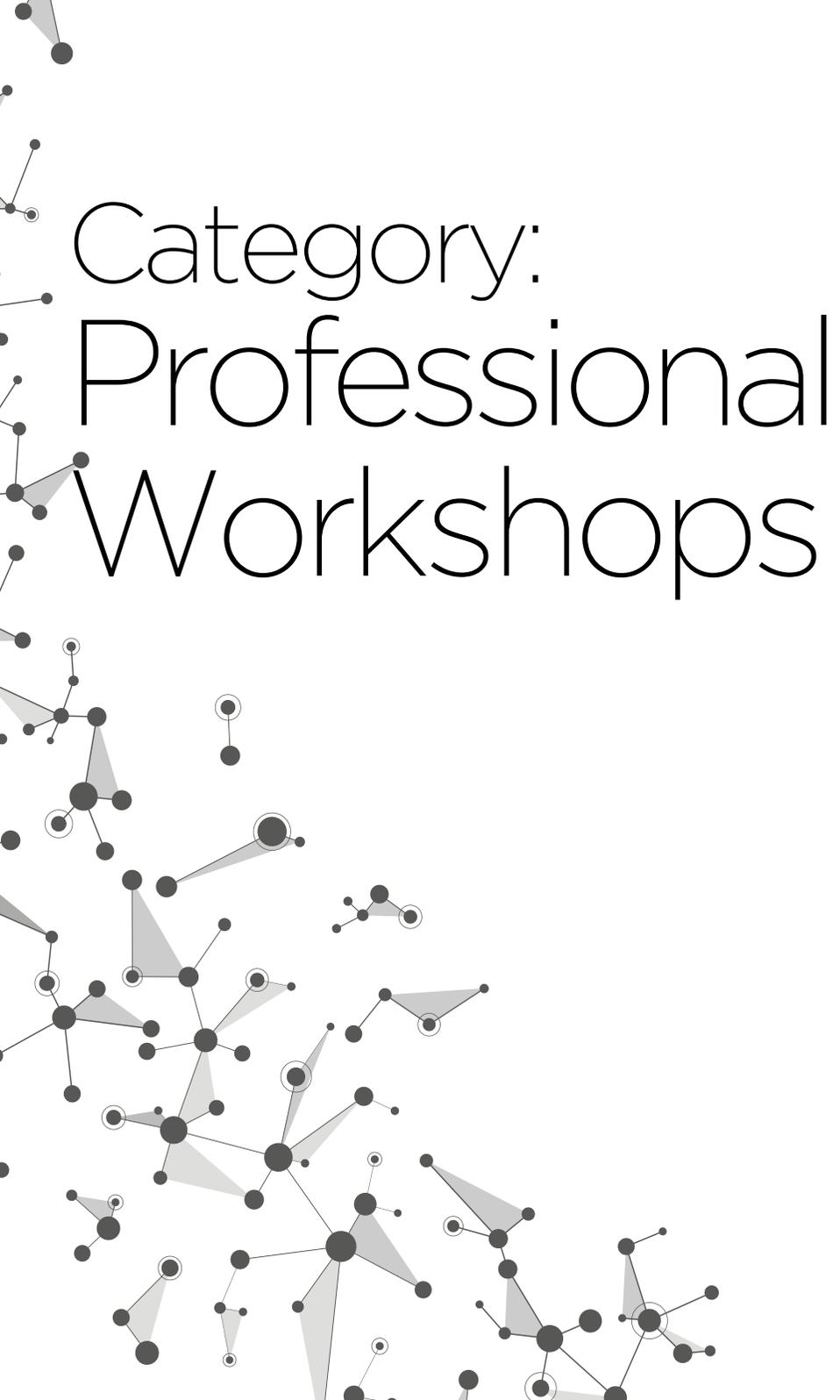
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Abstract: Psychopathy. It's a term frequently used in the media and entertainment, but what exactly is it? How is it different to anti-social personality disorder or sociopathy? And what do you do if you find that your boss, colleague, family member, or other important person in your life, shows psychopathic personality traits? Psychopathy is a configuration of personality traits that has been shown to be associated with criminal, anti-social and violent activity, as well as problematic work and personal relationships, and those with psychopathy have a reputation for being very difficult to manage and to treat. This panel discussion will allow the identification and management of people with psychopathic traits when encountered in a range of contexts: organizational, clinical, forensic, and others. It will begin with a general overview of what psychopathy is, using the criteria outlined in the Hare Psychopathy Checklist-Revised (PCL-R; Hare, 2003), and the types of behaviours generally associated with it. For example, high PCL-R scores are positively associated with measures of aggression persistent criminal behaviour, impulsivity, and narcissism, and negatively associated with measures of empathy and affiliation (Skeem, Polaschek, Patrick, & Lilienfeld, 2011). The panel members will then discuss ways in which interacting with someone with psychopathic traits can impact organizational contexts (e.g., work productivity, team cohesion, work satisfaction), forensic contexts (e.g. treatment design, management considerations when incarcerated, sentencing determinations) and clinical contexts (e.g. building rapport, reliability of self-reported information, managing violence risk in the home context). Throughout, we hope to get a lot of questions and interactions from participants about their own situations, opinions and viewpoints.

NOTE: This panel discussion is not training on the PCL-R or any other assessment tools. It will not train you on the identification or measurement of psychopathic personality traits. It is designed to give an overview of factors to consider, and to put in place, if you find yourself interacting with someone who shows strong characteristics consistent with psychopathy.



Category: Professional Workshops

The Power Hour: Building high trust teams to drive performance

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Abstract: Trust is the glue that holds an organisation together and is a key driver of results. Leaders today are tasked with demonstrating trustworthiness consistently and at the same time expected to foster and build high trust teams to produce great results. This power hour explores the business case for trust and looks at some of the fascinating research that has been produced to highlight the impact of high trust cultures. We will dive into the psychology of what fosters trust and what breaks trust, and share a powerful new model to build trust in organizations. A trust model that offers leaders tangible and applicable tool to assist in developing trust from the inside out.

Why Compassion in Business Makes Sense

Lydia Miller

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Abstract: Compassion involves being sensitive to suffering in ourselves and others with a motivation to alleviate this suffering (Gilbert, 2009). Compassion has been used in Compassion Focused Therapy (CFT) as a psychotherapeutic tool for a myriad of difficulties (Gilbert, 2009, 2010; Welford, 2016). Recently, attention has been turned to how compassion can be of benefit to the workplace and business world. Creating an emotionally positive and psychologically safe environment at work, by using compassion, can boast great outcomes for employees and customers. The more compassion experienced in an organisation equals higher employee productivity, creativity and job satisfaction. It is reported feelings of warmth and positive relationships, not our salary, that are more likely to determine employee loyalty (AAT, 2014). Creating a target driven environment or being a critical and demanding leader are not motivating to the team around us. This kind of environment activates the threat system within our brain causing us to shut down or feels stressed and anxious (Gilbert, 2017). Creativity goes out the window. We can't work at our best is we feel threatened at work. Furthermore, anger, criticism and frustration erode employee loyalty. Being kind and caring can give us a greater advantage than being egotistical, it creates trust among our colleagues. If a manager demonstrates this open, caring, fair response, others are more likely to follow suit and be committed to them. Leading with fear appears now to be outdated. How we respond to employees who might make mistakes, having to deal with difficult stakeholders or trying to hit targets can be extremely stressful situations to navigate and how we choose to respond to this can alleviate this stress or make it worse. Compassion helps us to manage the ups and downs of our working life. The workshop will outline what compassion is, why compassion is beneficial in the workplace for all employees and how to cultivate a compassionate working environment.

Learning Outcomes:

Participants will gain an understanding of:

- What is compassion?
- Why compassion is important in the business world
- How to start facilitating a compassionate working environment

Advances in artificial intelligence for measuring individual traits

Ben Rooney

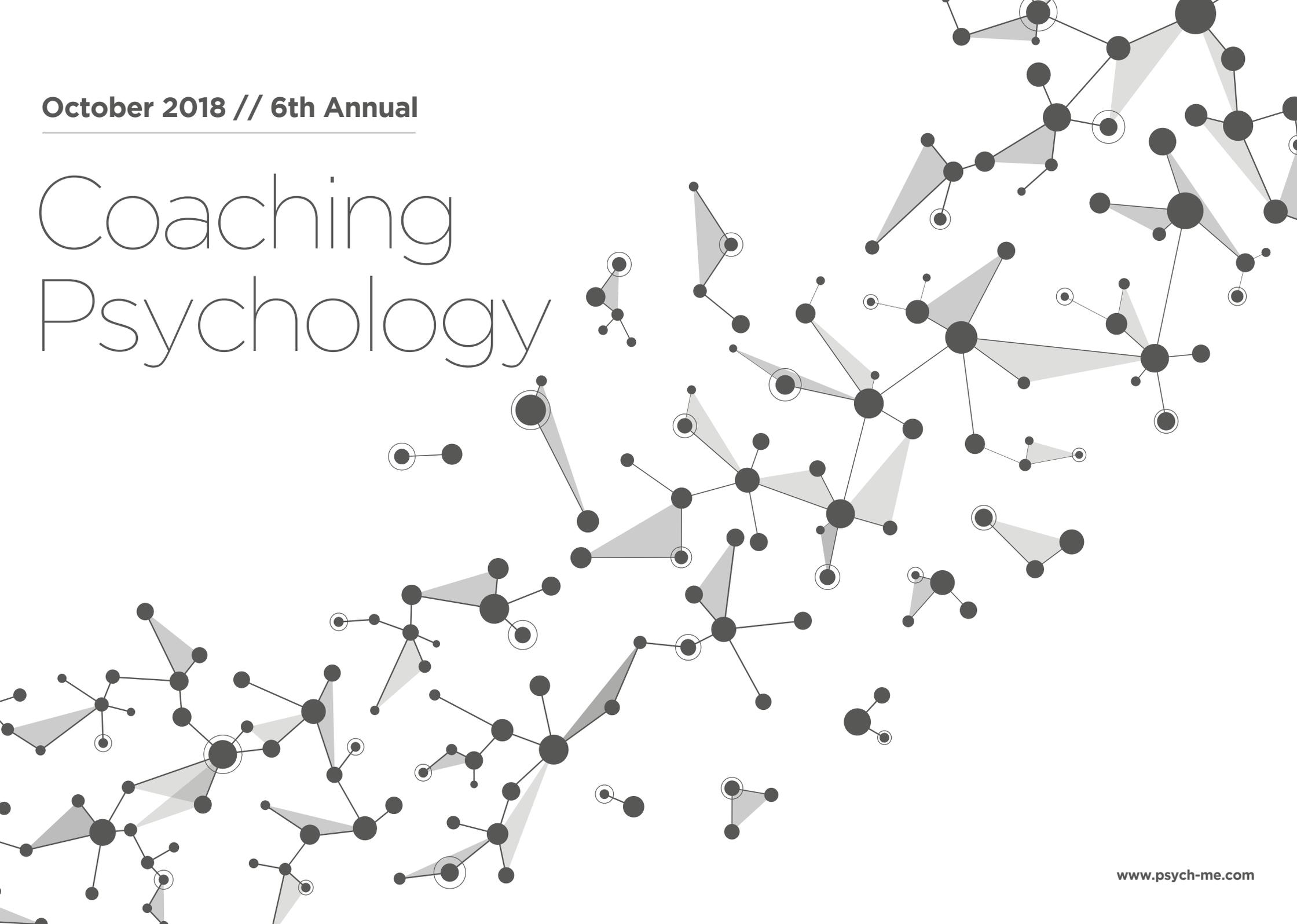
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Abstract: An examination of the influence of AI in HR, and how this can be used to measure individual traits and aid recruiters in the processes of selection and development. This presentation will look at what AI is and how it works, how it is being used in HR, and the benefits, risks and ethical considerations of its implementation in measuring individual traits.

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Coaching Psychology





The IPCD Coaching Series is a curated day of talks for the development of the coaching industry. This year's coaching series has been designed by Lucy Bolton (Heriot Watt University) and Lucy Fairclough (Du Telecoms).

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Creating Habits: Pathways to Success

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Abstract: In recent years, Positive Psychology has come to the fore with many new approaches. In tandem with this, our approach to educational norms and approaches is also being tested and challenged. Carol Dweck's book, 'Mindset', tells us to acknowledge the process rather than the outcome, recognising that it's not just the student's score of 85% but how that score was achieved that forms the biggest part of their development. Arguably, our habits form a large proportion of the overall picture of 'how' we do things and in accordance with this they have indeed been shown to be highly correlated with our level of long term success (Burchard, 2017). Thus, as coaches, educators and human beings we must strive to learn this process as much as we strive to remember equations or learn to spell. After an interactive demonstration of habits in action, participants will learn the theory behind the use of habits for success in education, work and life in general. Then, guided by Duhigg's 'The Power of Habit' and other key research, the mystery of why we do certain things will be unravelled along with interactive exercises to demonstrate how to overwrite habits. The group will explore their own habits, along with that of their students or coachees before considering which new habits will be of best service to their future goals and ambitions. Participants will leave with some practical methods to sustain habit creation.

Learning Outcomes:

- Theoretical background on the power of habits.
- An easy technique for identifying and understanding the structure of existing habits.
- Research's indication of the most powerful habits to adopt for success and wellbeing.
- Tools/methods to support anyone in need to creating new habits to succeed in life.

Coaching Young Elite Athletes in a Dubai Academy

Adriana Meyer

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Abstract: The present paper explores the personal narratives of 27 young athletes in a sports Academy in Dubai, United Arab Emirates (UAE). The experience is based on a pilot programme that aimed to prepare elite athletes to seek for scholarships within American Universities - particularly in the United States of America (USA). The mental preparation was underpinned with coaching and mentoring through the fundamentals of sport psychology field offered in the academic curriculum on a one-to-one and group sessions. Personality tests were deployed to analyse the athletes' personality traits before and after the coaching interventions. The data is based on personal interviews and a focus group. The results suggest that there was an increase of positive emotions boosting the mental toughness of some student-athletes, for others the resilience in dealing with adverse life events, while the majority reported that they learned different techniques in coping with pressure in sports (Vanhove, Herian, Perez, Harms, and Lester, 2016). There is still scope for research in the growing area of sport psychology as well as the need for more practitioners to implement coaching psychology as a powerful tool to foster the use of emotions in a sports environment (Weinberg, and Gould, 2014).

Working with Emotions in a Coaching Conversation

Roberta Pagliarulo

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Abstract: During my speech I will share with the audience the way, as an ontological coach, I work with emotions during a coaching conversation. According to the ontological coaching model, language not only describes reality, but generates it. We live in a world of conversations. As human beings we have the ability to communicate and it is through language that we can generate many different realities. If we modify our conversations we modify reality and consequently our results. Language is not the only human domain; besides language, the other two domains are emotions and the body. According to our model, emotions are predispositions for action. Emotions help human beings act and decide. Emotions are linked to the particular type of observer we are of reality, we feel emotions following the way we interpret reality. Emotions are, for this reason, indisputable. In a coaching conversation an ontological coach helps the coachee: to legitimatise their emotions, to accept the emotion unconditionally, then investigate the reasons, thoughts and opinions. This means investigating the validity of their opinions, their standards and distinguishing facts from opinions in order to change the observer and the decision. However, each experience is personal and non-transferable. We do not have access to what happens to the coachee, we can only access the "translation" of what happens to them. We help our coachee to translate their emotions into language through powerful questions. It's useful, in my experience, to transfer the ability of a coach to work with emotions, in other conversations in organizations: feedback conversations, meetings, to help teams become aware of their emotions and learn to translate them into language.



Understanding Self-Criticism
Using Compassion-Focused Therapy

Kathryn Bell

Organising Committee



Dr Annie Crookes (Heriot Watt University)

Dr. Annie Crookes is Head of Psychology at the Dubai Campus of Heriot Watt University and Global Deputy Head of Department for Psychology. She has been in the UAE for 8 years working for UK Higher Education Institutions helping to set up and run their psychology programmes (both UG and PG). Prior to this she was employed as a lecturer at the University of Leicester, UK. She holds both a PhD in cognitive psychology and an MSc in International Addiction Studies from UK institutions.

She has taught extensively across a broad range of applied and core psychology subject areas and worked closely with industry professionals.



Dr Alia Al Serkal

Dr Alia Al Serkal is currently Vice President Talent Development at EITC, leading and overseeing the vision of Corporate Development, Succession Management and Emiratisation under the HR function of du. Prior to joining du, Dr Alia was a Senior Psychologist at Emirates Airline, where she conducted thorough psychometric assessments on employees for selection, promotion or developmental purposes, as well as identifying the talent pool for UAE Nationals. Her interests lie in personality derailers, stress

and coping, emotional labour, work engagement and Nationalisation, just to name a few. Dr Alia is a trained Coach. She is a Chartered Member of the British Psychological Society (BPS), and a committee member of the International Psychology Conference Dubai (IPCD). She has a PhD in Psychology (2007) from Leeds University, a Master degree in Psychology and Health (1998) from the University of Stirling, a Postgraduate Clinical Psychology Diploma in Child and Adolescence (1997) from the University of Barcelona and a BSc Psychology (1996) from the University of Wales.



Amanda White

Amanda White is the Managing Director, PSI Innovative HR Solutions (IHS). IHS has the largest group of Chartered Occupational Psychologists in the region for the past 20 years. Amanda is also a frequent guest speaker on Dubai Eye Radio 103.8FM discussing HR/Talent-related issues.



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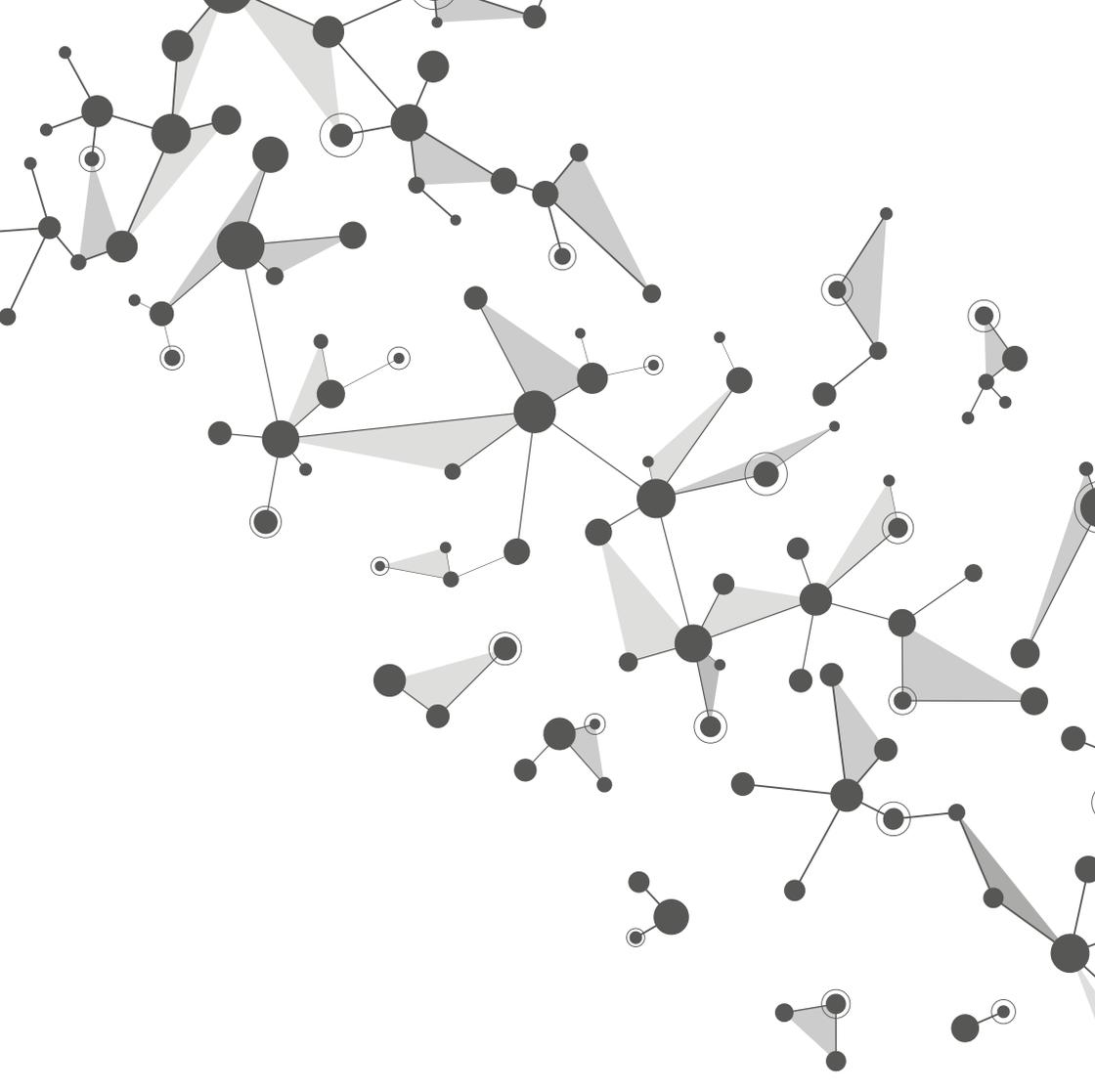
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