



# ΨPCD

International Psychology  
Conference Dubai

## 2015 CONFERENCE PROGRAMME

# ΨPCD

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## Welcome to the 3rd International Psychology Conference in Dubai.

We are honoured to be holding our third IPCD event and to see IPCD now as a solid fixture on the professional development calendar for our psychology community. We thank all our sponsors, presenters and participants who have continued to support the initiative and make the event a valuable experience for psychologists, counselors, educators, HR specialists and all who attend.

The profession of psychology continues to grow and much has happened in the past year. Following IPCD 2014, professional development opportunities have grown with centres such as the Camali Clinic, Lighthouse Arabia and the American Centre for Psychiatry and Neurology providing regular knowledge building events. In Business Psychology, professional training events are being held by a number of providers including our sponsors cut-e, Hogan/Mentis and Innovative HR Solutions. The field of coaching is rapidly developing in the UAE with several training programmes available – IPCD 2015 reflects this interest with a special series of invited presentations for executive coaches.

In education, issues around child protection, bullying and inclusive education continue to develop with the Dubai Community Development Authority announcing plans to expand social service provision and the Dubai government announcing large scale plans to develop inclusive policies for people with disability. We hope that this will mean a growth in the need for psychologists (National and expatriate) as part of this government led expansion.

Our psychology community itself has been busy with its own initiatives with the Middle East Journal for Positive Psychology (led by Dr Louise Lambert) now in circulation. And the recent publication of the new book 'Mental Health and Psychological Practice in the UAE' (edited by Carrie York Al-Karam and Amber Haque), a collaborative effort by many of our Dubai Psychology Network..

However once again we must comment on the ongoing confusion in regulation of our profession from a central authority. Many competent and qualified professionals continue to voice frustration with current licensure regulations which do not take into account many of the pathways into psychology careers common in other countries. In addition current regulations continue to largely exclude all but clinical psychology fields so that

many areas of psychological practice remain unregulated and outside of public understanding.

IPCD continues to try and overcome this by including all fields in which psychologists practice. Our agenda this year has been tightened with a continued emphasis on quality and relevance to the region. Our Keynotes again bring an international element, presenting current topics in positive psychology, trauma in the workplace, how to develop creativity in organisations, and the role of attachment in child development. Our talks and workshops in the three areas of organizational, clinical and child/educational psychology reflect this eclectic and current information base with topics on eating disorders, trauma, child protection, educational psychology, stress in the workplace, work life balance and much more. We also have several topics which have specific relevance to the UAE looking at mental health beliefs and counseling in GCC cultures, cross cultural marriages, social media as a recruitment tool in the UAE, and the factors affecting expatriate children.

Again the event has been recognized by the British Psychological Society and awards Continued Professional Development (CME) 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. We welcome feedback and hope that this and other initiatives continue to gain strength and support from our professional community.

**Enjoy the learning!**  
**With best wishes, The IPCD Team**





AGENDA

Conference Schedule 2015

A (Clinical & Counselling Psychology)

B (Occupational Psychology)

C (Child & Educational Psychology)

8.00-9.00	Registration/ Coffee & Networking [Foyer]		Registration/ Coffee & Networking [Foyer]	
9.00-10.30	Keynote Speaker 1: [Auditorium] Professor Lindsay Oades 'Well being: Are you Ready?'		Keynote Speaker 1: [Auditorium] Professor Lindsay Oades 'Well being: Are you Ready?'	
10.30-10.45	Changing Venue		Changing Venue	
10.45- 11.45	<b>Session IA [Room 32]</b>  Binge eating, stress & negative emotional States (Sabrina Tahboub- Schulte) [R32]  Implicit Out-Group Preference Predicts Eating Disorders Symptoms Amongst Emirati Females (Justin Thomas) [R32]	<b>Session IB [Rooms 40 &amp; 41]</b>  A Global Approach to Identify & Developing Future Talent with UAE Organisations (Becky Playfoot) [R40]  Women & Their Learning Experience in the Workplace: A Narrative Inquiry for Reflecting Upon Arab Women's Lifelong Learning (Omneya Omar) [R41]	<b>Session IC [Rooms 37 &amp; 39]</b>  A Systematic review of Behavioural Interventions for Sleep Problems in Children with Neuro-developmental Disorders (Hetaf Alammar) [R37]  Assessment & Treatment of Co-morbid Disorders in Children with Autism Spectrum Disorders (Sue Goode) [R37]	Comparison between two tools of measuring Foreign Language Classroom Anxiety (FLCA) of University Students (Wessam Mohamed) [R39]  Long Term Outcomes of Children with Intellectual Disability & Challenging Behaviour Receiving PBS (Ian Grey) 1 [R39]
11.45- 12.45	The Role of Health Psychology in Cardiology Prevention Interventions (Ralph Sztembis)  Associations between metacognition and global cognition with mood symptoms post stroke (Claire Donnellan) [R32]	Implementing a Knowledge Sharing Strategy for Effective Decision Making (Debbie Sutherland) [R40]  Appraisal of Role Conflict on Quality of Work Life & Turnover Intention Among Corporate Women Workforce (I. Akinbobola) [R41]	Examining the Need to Identify & Understand Factors Affecting Expatriate Children (Kathleen Swords) [R37]	Enhancing Social Support in the Classroom: Underlying Issues (Saifur Farooqi) [R39]  Introduction to the True Colours Personality Profile (Suzanne Pearson) [R39]
12.45- 2.00	Networking Lunch & Prayer Break [Foyer & Cafeteria]		Networking Lunch & Prayer Break [Foyer & Cafeteria]	
2.00- 3.00	<b>Session IIA [Rooms 32 &amp; 33]</b>  Employee Assistance Programmes (Andrew Kinder) [R32]  Counselling in the GCC: Investigation of the social & religious influences that hinder psycho-therapeutic change (Mona Al Ghamdi) [R33]  'Mental health beliefs amongst traditional healers in the UAE: A thematic analysis' (Justin Thomas & Noof Al Qarni) [R33]	<b>Session IIB [Rooms 40 &amp; 41]</b>  Stress & Recovery: A review of Literature  Workshop: Rock the Boat! Harnessing the power of Cliché to facilitate persona, career & organisational change & development (Amal El-Sawad) [R41]	<b>Session IIC [Rooms 37 &amp; 39]</b>  Parental Satisfaction with Early Intensive Behavioural Intervention (Ian Grey) 2 [R37]  My Child has ADHD. Now What? (Fiona Baker) [R37]	Round Table: The Abu Dhabi Child Protection Cluster Group: Private Schools Inter Agency Pilot (Priya Mitchell & Carmen Barrack) [R39]
3.00- 3.15	Changing Venue/ Coffee Available		Changing Venue/ Coffee Available	
3.15- 4.15	Keynote Speaker 2: [Auditorium] Dr Christine Puckering Is Attachment Only For Babies?		Keynote Speaker 2: [Auditorium] Dr Christine Puckering Is Attachment Only For Babies?	
4.15- 4.30	Changing Venue/ Coffee Available		Changing Venue/ Coffee Available	
4.30- 6.00	<b>Session IIA [Rooms 32 &amp; 33]</b>  Ambiguous loss of forcibly displaced people (Tamta Saamvishvili) [R32]  Resiliency Building with Clients with Trauma Histories (Monica Hinton) [R32]  Evaluation of the Acceptability & Clinical Utility of an Arabic Mindfulness CD (Hend Saab) [R32]  All Marriages are Cross-cultural: Dealing With the Inevitable Differences (Kennon Rider) [R33]	<b>Session IIIB [Room 40]</b>  How Social Media & the Use of Technology are Changing Selection Practices: What will this mean in the UAE? Cut-e (Becky Playfoot & Claire Kenny) [R40]	<b>Session IIC [Rooms 37 &amp; 39]</b>  Introduction to DFWAC & Women's Issues in the Community (Amina Bin Hammad) [R37]	Social Skills Training with Children and Families in the Middle East (Jessica Rios-Habib) [R39]

6 pm onwards

Conference Dinner

Conference Dinner



Conference Schedule 2015

TimeClinical & Counselling Psychology [Rooms 32 & 33]Occupational Psychology [Room 40]

8.30- 9.30	Registration		Round Table: Coaching in the Middle East (Danielle Bryant) [R41]	Registration	
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9.30 - 10.30	Keynote Speaker 3: [Auditorium] Dr Mark Batey 5 Key Principles for Creativity & Innovation at Work		Keynote Speaker 3: [Auditorium] Dr Mark Batey 5 Key Principles for Creativity & Innovation at Work		
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10.30 - 10.45	Coffee Break / Changing Venue		Coffee Break / Changing Venue		
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10.45 - 11.30 & 11.30 - 12.15	Challenges in Providing Evidence Based Psychological Treatments for PTSD in the UAE (Monica Thompson) [R32]	Using Personality Assessments to Measure Behavioural Competencies Inc. Case Study - assessing competencies for Airline Pilot Selection Hogan (Cassie Woolgar & Andrew Salisbury) [R40]	The 'Ways of Being' model - The process of 'unbecoming' through conversational change (Veronica Munro) [R41] 10.45-11.30	Completing educational Psychology assessments within culturally diverse population of the UAE (Amy Bailey & Esra Ezsayilir) [R37]	Perception of the Psychology Degree in Arab Gulf States (Shaikha AlHemeiri, Maha Al Matroushi & Jacqueline Widmer) [R29] 10.45
	Portraits of an Eating Disorder: An Art Therapy Reflection, from the inside out, supporting young adolescents in Art Therapy (Sara Powell) [R33]		Using Brain-based Coaching to Inspire Change & Optimise Growth (Liesel Du Plessis) [R41] 11.30-12.15	Resilience Building: An Adlerian Approach (Suzanne Pearson) [R39]	Discussion: What to do about it? New Student Initiatives [R29] 11.00  The Positive Future of Psychology in UAE Social Service Development (Sandra Willis) [R29] 11.30-12.15

12.15- 12.25	Changing Venue		Changing Venue		
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12.25- 1.30	Keynote Speaker 4: [Auditorium] Mr Andrew Kinder Trauma In The Workplace; The Interaction of Counselling & Organisational Psychology		Keynote Speaker 4: [Auditorium] Mr Andrew Kinder Trauma In The Workplace; The Interaction of Counselling & Organisational Psychology		
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1.30-2.30	Lunch & Prayer Break		Lunch & Prayer Break		
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2.30- 2.35	Changing Venue		Changing Venue		
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2.35- 4.05	Third Wave Treatments for Depression: Mindfulness Based Cognitive Therapy, Compassion- Foused Therapy & Acceptable & Commitment Therapy (Marie Thompson, Susan Patritge & Prathna Singh) [R32]	Driving Performance Through Leading with Emotional Intelligence IHS (Abi White & Sharan Gohel) [R40]	Using Team Coaching as Leadership Learning to Create Collaboration Across Organisations (Frances White & Client Guests) [R41] THIS SESSION WILL BE RECORDED	The Place of Educational Psychology in an inclusive UAE: Future Directions (Mandy Ewen) [R37]	Schizophrenia from a Biopsychology Perspective (Suhaila Abdullah, Hanneefa Murad & Fatma Abdulsalam) [R29] 2.35- 2.55
	Emotion Regulation as a Treatment Strategy: Empirical Basis & Clinical Application (Jacqueline Widmer) [R33]			Effective Treatment for anxiety in children; clinical practice (Reinilda Dernison) [R39]	Neuropsychology effect of conventional & nonconventional treatment on cancer (Arwa Abdou, Aisha Yaser, Hajer Said & Layla Ali) [R29] 2.55- 3.15  Alzheimer: Prevention, Control & Treatment Neuroscientific View (Elnada Fahmi, Rofeida Benguega, Samar Gariballa & Ayesha Bibi) [R29] 3.15- 3.35

Day 2 (Saturday 31st October)

Coaching [Room 41]Child & Educational Psychology [Rooms 37 & 39]Student Programme [Room 29]

Round Table: Coaching in the Middle East (Danielle Bryant) [R41]	Registration
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Keynote Speaker 3: [Auditorium] Dr Mark Batey 5 Key Principles for Creativity & Innovation at Work	Keynote Speaker 3: [Auditorium] Dr Mark Batey 5 Key Principles for Creativity & Innovation at Work
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Coffee Break / Changing Venue	Coffee Break / Changing Venue
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Changing Venue	Changing Venue
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Keynote Speaker 4: [Auditorium] Mr Andrew Kinder Trauma In The Workplace; The Interaction of Counselling & Organisational Psychology	Keynote Speaker 4: [Auditorium] Mr Andrew Kinder Trauma In The Workplace; The Interaction of Counselling & Organisational Psychology
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Lunch & Prayer Break	Lunch & Prayer Break
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Changing Venue	Changing Venue
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Using Team Coaching as Leadership Learning to Create Collaboration Across Organisations (Frances White & Client Guests) [R41] THIS SESSION WILL BE RECORDED	The Place of Educational Psychology in an inclusive UAE: Future Directions (Mandy Ewen) [R37]	Schizophrenia from a Biopsychology Perspective (Suhaila Abdullah, Hanneefa Murad & Fatma Abdulsalam) [R29] 2.35- 2.55
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# KEYNOTE SPEAKERS







# Keynote Speaker

## Dr Lindsay Oades

Expert in: Well Being and Positive psychology  
University of Melbourne  
Email: [lindsay.oades@unimelb.edu.au](mailto:lindsay.oades@unimelb.edu.au)

### Keynote 1: Positive and Clinical Psychology

Dr Lindsay G Oades is an Associate Professor at the Centre for Positive Psychology, University of Melbourne, Australia. Lindsay champions an interdisciplinary approach to wellbeing, drawing on his experience in health services, business and education. Lindsay’s work on stages of psychological recovery and the Collaborative Recovery Model (CRM) has been recognised internationally, including his co-authored book Psychological Recovery. He currently consults to the New South Wales Mental Health Commission and Department of Education and Communities on issues of wellbeing. Lindsay is on the scientific advisory board at the Institute of Coaching, Harvard University, and he has been a visiting researcher to Kings College, London. With over 100 refereed journal publications and book chapters published or in press he has two forthcoming books for 2016 are the Wiley Blackwell Handbook of the Psychology of Positivity and Strengths Based Approaches at Work and the co-authored Cambridge University Press, Wellbeing, Recovery and Mental Health. He is co-editor of the International Journal of Wellbeing. Lindsay is committed to positive youth development through his volunteer work in coaching junior surf life-saving and Australian rules football.

**Title: Are you ready?**

The “wellbeing turn” is happening across multiple disciplines. Whilst “positive psychology” is the most obvious example, similar approaches in management, education, economics, public policy and even accounting have recently gained momentum. This interactive and challenging presentation will explore your meaning of “wellbeing”- and examine how insidious the “negativity bias” is in your personal and professional life. Case examples from health services, management and education will be discussed. This will enable you to develop and understanding of the current landscape of wellbeing and positive psychology, key objections and some suggestions to enhance your practice and enable others. The key question posed from this presentation is “are you ready for the wellbeing turn?”



# Keynote Speaker

## Dr Christine Puckering

Expert in: infant mental health and parenting  
University of Glasgow  
Email: [cpuckering@mellowparenting.org](mailto:cpuckering@mellowparenting.org)

### Keynote 2: Child Psychology

Dr Christine Puckering is a clinical, forensic and neuropsychologist with forty years’ experience of working with parents and children. Her particular interest is in very early relationships and how these can be supported particularly when families are under stress and children are at risk of abuse, neglect or abandonment.

She is Programme Director for Mellow Parenting, a charity which has developed interventions from pregnancy to pre-school based primarily on attachment theory. These programmes are subject to field testing and rigorous research evaluations before being shared with other colleagues and agencies, in countries as far apart as New Zealand, Tajikistan and Russia.

She holds honorary lectureships at the University of Glasgow and the Glasgow Caledonian University and is trustee of the Scottish Perinatal Network, a committee member of the Association for Infant Mental Health-UK and a Winston Churchill Fellow 2015.

**Title: Is Attachment only for babies?**

John Bowlby coined the term attachment to describe the relationship between a baby and his or her main caregiver. Mary Ainsworth and later Mary Main described four patterns of attachment. Secure attachment gives the child the confidence to explore and learn, knowing that when they are stressed, they can return to their “secure base” with the assurance that they will be welcomed and soothed. Avoidant attachments leave the child to try to rely on his or her own resources and seeming not expect help. The child looks not to need help, but monitoring his or her heart rate shows that they are actually stressed, but supressing the expression of that need. It is likely that the child has learnt that expressing a need leads to rejection.

A resistant pattern is shown when the child is overly clingy and demanding without being satisfied, as if amplifying a demand. Experience has taught the child that this has been the way to get needs met. Most damaging of all are disorganised attachment relationships where the child is in need of comfort but is afraid of the caregiver. This is an insoluble dilemma! The source of the child’s comfort is also what is causing the discomfort!

The human child is born very immature compared with other mammals. Babies will not survive without adult care, but the baby is born as a social being and having an immature brain is extremely sensitive to interaction and the environment. Babies make the best adaptation to their environment which actually structures their brain development. This is both the strength and the vulnerability of the baby. The capacity to adapt is a strength, but adapting to a less than optimal environment may bring later difficulties.

Attachment relationships have been described in early childhood, being formed at about 10-15 months of age. They tend to be stable unless the child’s circumstances change markedly, but are they of any significance beyond early childhood? Attachment style provides an Internal Working Model for relationships and a platform for positive development.Children with secure attachments are more resistant to stress (Pianta et al, 1990) and are more likely to rebound after adversity (Sroufe et al, 1990). Secure attachment is associated with positive adaptation and academic success (Conteras et al, 2000,Sroufe, Egeland and Kreutzer, 1990). Secure attachment is related to good peer relationships, high levels of trust, commitment, satisfaction and interdependence in romantic relationships (Banse, 2004; Bost et al, 1998;Feeney,2002; Levy and Davis, 1998; Meyers and Landsberger, 2002). Conversely, as Michael Rutter has put it, adversity in early childhood casts a long shadow!





## Keynote Speaker

### Dr Mark Batey

Expert in creativity assessment and applications  
Manchester Business School  
Email: mark.batey@manchester.ac.uk

### Keynote 3: Occupational Psychology

Dr Mark Batey is a highly published researcher in creativity, but with executive education and consulting experience across industries and geographies. Mark is Head of Global Open Programmes at Manchester Business School and the Academic Lead for the Manchester Leadership Programme.

Mark is widely published on the subject of creativity and is the Associate Editor of the International Journal of Creativity and Problem Solving and an editorial board member for the APA Journal Psychology of Aesthetics, Creativity and the Arts.

Sought by the media, Mark has featured in outlets that include BBC TV, Online and Radio, Emirates News, Financial Times, Forbes, The Guardian, Gulf News, The Independent, The Moscow Times, The Sunday Telegraph, The Sunday Times, The Telegraph, The Times, South China Post and The Wall Street Journal.

Mark has delivered keynote speeches and master classes to organisations such as CIPD, Chartered Institute of Marketing, Association for Coaching, Forbes, National Outsourcing Association, ARADO, APSCO and the Association of Business Psychologists.

He has worked with organisations that include Al-Futtaim, Anheuser Busch InBev, Bank of America, Bao Steel, BBC, BP, Channel 4, Chinese Ministry of Finance, Chinese Ministry of Justice, Group 4 Securicor, Industrial & Commercial Bank of China, IMEC, Johnson & Johnson, Manchester Airport Group, Merck, Sharp & Dohme, PZ Cussons, Reading Football Club, Rolls-Royce, SITA, Sony Music Entertainment, SyCo TV, Tesco, Thales, United Utilities and Zurich.

#### Title: 5 Key Principles for Creativity and Innovation at Work

In this interactive and engaging keynote session, Dr Mark Batey a world leading expert in: creativity and innovation, will share his 5 Key Principles for mastering creativity and innovation. Further, Dr Batey will share recent case study examples that show how organisations use the key principles to encourage a culture of creativity and innovation. At the end of this session you will understand the most important issues for managing creativity and innovation and be inspired by practical examples that you can adapt for your own practice.

## Keynote Speaker

### Dr Andrew Kinder

Expert in: Counseling and trauma support  
in the workplace  
Email: andrew.kinder@atos.net



### Keynote 4: Counselling and Occupational Psychology

Andrew has made a unique contribution in the area of counselling in the workplace over the last 15 years. He has been a leader in this specialist field work over this period both in serving on the Executive Committee of the BACP Workplace (formerly Association for Counselling at Work) and in his role as the head of a large provider of workplace counselling/Employee Assistance Programme. He has also promoted workplace counselling through committee work at the British Psychological Society's Division of Counselling [1], the Chartered Institute of Personnel and Development (CIPD) [2] and the Commercial Occupational Health Providers Association. He was recently awarded with a Fellowship by BACP – see link for more info

#### Title: Trauma in the workplace - the interaction of counselling and organisational psychology.

This talk will focus on the following areas:

- suicide and sudden death within the workplace
- working with managers who have suicidal employees
- cross cultural aspects of dealing with a disaster
- early intervention strategies following a traumatic incident; learning from actual case examples

It is estimated that 800,000 people die from suicide worldwide each year (World Health Organisation, 2015) with many more acts of self-injury and non-fatal injuries occurring that do not result in death. Suicide occurs throughout the lifespan and was the second leading cause of death among 15-29 year olds globally in 2012. Clark and Goldney (2000) estimate that six million people are bereaved through suicide annually. Suicide is estimated to be 50-60 per cent higher than the official rate due to the stigma issues of recording it as such. Death by suicide exceeds the death toll due to road traffic accidents and yet receives less attention.

Publicity over a suicide at work can be very damaging for any organisation especially when there is a possible link between the death and work stress issues. The organisation's image can be severely tarnished, fellow employees may feel anger that the organisation somehow contributed to the death and the memory of what happened in the local community can be far-reaching and lasting. An enormous amount of management time can be expended to deal with the aftermath and it undoubtedly impacts the 'bottom line'

Suicide is not the only issue that could take up a great deal of time within the workplace; a sudden death of an employee can also have a dramatic effect. For instance, if an employee dies in a tragic accident at work, someone has to break the news to his/her family. Even if this is a member of the emergency services, the family may confront the organisation with understandably strong emotions such as anger or distress.

The organisation needs to be able to articulate deep concern for what has happened to the family while being circumspect in what they say, given that they will be subject to a formal accident investigation. Organisations that have counselling or Employee Assistance Programme (EAP) services can quickly respond both emotionally and also practically to these situations, giving much needed support and reassurance to those affected, especially to the line-manager.

Cultural differences are particularly important to take into account when responding to a traumatic event within an organisational context. A response needs to be carefully planned and sensitive to the beliefs and structure operating within the organisation. So, a response to survivors in South India will be very different to military veterans in the UK returning from battle. Psychologists need to pay attention not just to the individuals impacted but also work to help the organisation as client prepare for, process a trauma and move forwards towards closure. Early intervention in response to trauma can be helpful using the principles of watchful waiting and normalisation, as well as providing more in-depth trauma focused CBT and EMDR (NICE guidelines). Both Counselling Psychologists as well as Organisational/Business Psychologists have a key role in this area of work.



## Invited Speaker

### Suzanne Pearson

**Expert in:** resilience building, counseling in education  
**Email:** [suzanne@sharingparenting.com](mailto:suzanne@sharingparenting.com)

### Special session for school and child counseling:

Suzanne Pearson is a psychologist/counsellor who has worked in the field of education for over 20 years working around engaging learners, understanding and managing behaviour as well as building resilience and emotional wellbeing for effective learning and achievement. Her training courses for Schools and other professionals are run throughout England and she has spent time working with schools in the USA and Dubai. She has worked with a wide range of schools and staff teams around resilience, emotional wellbeing and behaviour.

Suzanne is an Adlerian Counsellor/ member of the British Adlerian Society. Her work is based on Adler's key concepts and strategies on behaviour and resilience. As Co-author of Raising Children manual she is now completing a workbook for schools on emotional and social issues.

#### **Title: Resilience Building: An Adlerian Perspective**

An experiential workshop based on the key concepts of Adlerian psychology and the Crucial C's around children's challenging behaviour. This workshop explores Adler's 4 goals of misbehaviour identifying key strategies and linking with the Crucial C's by Bettner and Lou. It will discuss the use of Adlerian concepts in school projects throughout England.

Alfred Adler (1870-1937) was a Viennese psychologist who was a contemporary of Jung and Freud. He was the first psychologist to explicitly identify the inferiority complex. By 1911, Freud and Adler had developed divergent views, and Adler resigned to form the Society for Free Psycho-analysis, which became the Society for Individual Psychology. Adler known as the Godfather of Adlerian Psychology began 50 child guidance clinics after WWII throughout Europe.

Some of the key principles of an Adlerian approach include the following:

- We all strive to feel competent, successful and significant in our social group.  
We flourish when our relationships are based on co-operation and mutual respect.
- Our behaviours have goals and intentions. Understanding the purpose of a behaviour enables an appropriate response.
- Challenging behaviour is an attempt by children to have their needs met – it's not personal!
- We can't always control what happens to us, but we need to learn to control our responses and actions.
- There is a connection between how much we co-operate and contribute and our self-esteem.
- The most powerful learning a child can have is to experience safe, natural and logical consequences of their actions.







# SESSION SUMMARIES

# Clinical Psychology Stream – Papers

## Claire Donnellan, PhD (Psychology), RN

**Email:** cdonnellan@rcsi-mub.com

Dr Claire Donnellan is a Registered Psychologist with the Psychological Society of Ireland and also a Registered General Nurse with the Irish Nursing Board. She has been an Assistant Professor of Nursing with the School of Nursing and Midwifery, Trinity College Dublin in Ireland since 2007 and is currently on leave of absence working as Senior Lecturer in Psychology, contributing to the Medical and Nursing programmes for the Royal College of Surgeons Ireland, in the Kingdom of Bahrain. She graduated with a B.Sc. in Psychology from University of London (2002) and a Ph.D. in Gerontology and Health Psychology from the Department of Clinical Medicine, Trinity College Dublin (2008). Her research interests include examining the challenges to successful ageing in both healthy ageing and in age-related illness and disease populations; specifically stroke and neurological patient cohorts. She has published widely in Neurology, Gerontology, Psychology and Nursing journals and is a reviewer for a large number of International high impact factor journals

**Title: Associations between metacognition and global cognition with mood symptoms post stroke**

Depression and anxiety are the most common mood symptoms and psychological consequences of stroke and these symptoms following acute stroke have been reported to be associated with a worse quality of life and influence functional recovery [1]. The association between global cognition and depression after stroke has been recognised [2]. Although the link between metacognition and mood has been well established, particularly in other conditions with psychological comorbidity [3], there is limited evidence regarding this association in the area of stroke.

**Aims:** The aim of the study was to examine correlates and potential predictors of mood symptoms after stroke including global and metacognition in a Middle Eastern cohort.

**Methods:** A prospective sample of n=65 stroke patients was recruited from the largest Medical Complex in Bahrain. A neuropsychological battery of cognitive assessments including measures the Mini-mental State Examination (MMSE), the Montreal Cognitive Assessment (MOCA) for global cognition and the Meta-cognition Questionnaire 30 (MCQ-30) for meta-cognition. The Hospital Anxiety and Depression Scale assessed mood symptoms and stroke severity was measured using the National Institute of Health Stroke Severity Scale (NIH-SS).

**Results:** Over 80% had an ischaemic stroke with a mean age of 60.68 [13.64] years. Total MCQ-30 scores highly correlated with anxiety (r = .54,p<.0001) and depression (r = .47,p=.001). The MCQ-30 subscales cognitive confidence (r=.41,p<.001), cognitive self-consciousness (r= .33,p<.01) and uncontrollability/danger (r=.60,p<.0001) were the specific domains to be associated with anxiety. These domains cognitive confidence (r=.46,p<.001), cognitive self-consciousness (r=.26,p<.05) and uncontrollability/danger (r=.48,p<.0001) were also associated with depression. There were no statistical significant correlations found for the MMSE or MOCA scores with anxiety or depression. Metacognition remained a statistically significant correlate with anxiety (beta = .55,p<.0001) and depression (beta = .43,p<.0001), after controlling for age, gender, stroke severity and education. The MMSE or the MOCA were not statistically significant estimators of anxiety (ns) or depression (ns).

**Conclusions:** Metacognition appears to be a better estimator of mood symptoms after stroke in comparison to global cognition. Assessment and test procedures for self-regulatory functions and metacognitive processes remain limited and currently being considered to be included as part of cognitive function tests in future protocols [4].

## Monica Hinton, PhD (Social Work), MSW (Clinical Stream)

**Email:** phoenixcounsellingservices@gmail.com

Dr Hinton is a registered clinical social worker currently completing her PhD at the University of South Australia. Her dissertation research focuses on the process of resiliency despite childhood trauma, an extension of her MSW research. Her 15 years of clinical experience includes work in both non-profit and government agencies in the area of mental health (specializing in eating disorders and trauma) and her workshop presentations include local, national and international venues. Ms. Hinton’s research has recently been accepted for publication in the Inter-Disciplinary.Net ISBN eBook and hard copy volume (Trauma: Theory & Practice).

**Title: Resiliency Building with Clients with Trauma Historiest**

In Canada, the Committee on Sexual Offences Against Children and Youths reported that, 53% of women and 31% of men were sexually abused as children. Studies have suggested that exposure to childhood sexual abuse (CSA) is associated with a wide range of adverse consequences including depression, anxiety, substance abuse, and self-harm. There is research, however, that has examined the factors that distinguish individuals exposed to childhood sexual abuse who develop adjustment issues from those children exposed to CSA who do not. A range of factors, including personality traits, family characteristics and community influences, has been identified as important determinants of resiliency. The purpose of my qualitative MSW & PhD research was to uncover what participants believed fostered their resiliency. The results indicate that there are degrees of resiliency, resiliency is a process and each participant was able to move beyond periods of using unhealthy strategies to regulating their experience. If clinicians consider that their client’s behaviour may be one detour along their journey towards resiliency, they may assess, diagnose and treat differently those who have experienced childhood trauma. Practice implications and applications are addressed and the unique innovated treatment of enhancing/fostering resiliency in clients with trauma histories will be covered.

## Mona Al Ghamdi, MA (Counselling)

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A Saudi MA Counselling Graduate from the University of Nottingham, Mona has worked in various fields including Sales, Hospitality, PR, Human Resources and more. However, her heart and passion lie in the counselling and psychotherapeutic practices where she continues to try and find her space. Being born and raised in London, and then moving to Saudi in 2005, Mona is well acquainted and familiar with multi-cultural issues from both a personal and professional mind frame. It is in this dual-cultural existence that she managed to produce research to reflect the needs of this community. Although still a novice in the counselling and psychotherapeutic world, Mona has a desire that will see her through to a promising future

**Title: Counselling in the GCC: investigation of the social and religious influences that hinder psycho-therapeutic change**

In light of personal reflection and a desire to practice counselling in the GCC countries, this literature review based investigation aims to explore the social and religious effects on psychotherapy in GCC countries and how that in turn can affect gaining access to counselling services. Using a reflexive methodology throughout the literature review research, I explore some central themes that occur in the GCC countries which can cause friction for people who wish to seek the guidance of a counsellor. Elements of trust, stigma and lack of autonomy in GCC countries can create a difficult environment for counsellors with an educational-cultural background that is inherently western and individualistic. This manifests into questioning how much alteration needs to be made to existing psychotherapy to accommodate cultures and religions, drawing on the work and practice of other researchers who were faced with this dilemma and found that changes had to be made in order to meet the needs of the client rather than meet the ideas ingrained in the counsellor. In conclusion, this study directs toward a need for changes in the way we address psychotherapy and counselling through the lens of individualism and thus disabling those who adhere to a more collective culture. Through my findings I consider the depth of further research needed to truly grasp where the boundary lies between what can be altered within psychotherapeutic theories and to what extent can that be taken.



## Hend Saab, MA (Psychology, Family Therapy)

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Ms Saab is a Bicultural Consultant Psychology with over 20 years of experience in public mental health services and in private practice. In addition to her clinical role, Ms Saab has been involved in developing cultural competent educational and training programs for local mental health across the state. A number of clients, carers and other bi cultural professionals were consulted and contributed to the development of the Arabic Mindfulness CD. The CD received ample publicity and won the New South Wales Mental Health Award in October 2014.

**Title: Evaluation of the Acceptability and Clinical Utility of an Arabic Mindfulness CD**

Mental health issues are highly prevalent in culturally and linguistically diverse (CALD) communities with up to 50% of migrants' worldwide suffering from mental health related trauma (World Health Organisation). Many Arabic Speaking (AS) migrants who settled in Australia have experienced trauma due to war, political conflict and displacement, leaving them at significant risk of experiencing mental health problems. AS individuals and families are reluctant to access mental health services due to cultural and language barriers and high levels of stigma associated with mental illness within their communities. Further, once AS clients access mental health services, culturally appropriate treatment and therapeutical tools are scarce. Research indicates that mindfulness practices are effective in a range of clinical situations and enhance psychological functioning in the general population (Baer R A 2003). There is limited research to evidence that mindfulness can be culturally appropriate and clinically effective when working with AS clients (Pigni, A 2010). In 2013, an Arabic Mindfulness CD, based on the work of Dr Russ Harris, was developed by the St George Community Mental Health Service, Sydney Australia. Over 70 people from different AS countries, both male and female, aged between 18 and 65, Muslims and Christians participated in evaluating the clinical efficacy and cultural acceptability of the CD. The DASS 21 (Depression, Anxiety and Stress Scale), K10 (Kessler Psychological Distress Scale) and a short qualitative questionnaire were used at baseline and then one week and 12 weeks post intervention. Preliminary findings indicate cultural utility, acceptability and positive clinical responses to the Arabic Mindfulness CD In addition the findings will be presented with reference to the participants' comments and experience in order to guide the development of future mindfulness resources.

## Tamta Saamishvili, PhD student (Personal and Clinical Psychology), MA (Assessment and Counseling)

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Tamta Saamishvili is a clinical psychologist and PhD student at Tbilisi State University. She has worked for various local and international organizations as well as governmental bodies such as Georgia's Ministry of Education and Science and Public Defender's office. Ms. Saamishvili's experience spans a variety of contexts, including special needs people, children living in institutions and foster families, internally displaced persons. Since 2013 she has been a guest lecturer at Tbilisi State University and University of Georgia. Currently she undertakes research on internally displaced persons living in Georgia as the part of her PhD project.

**Title: Ambiguous loss of forcibly displaced people**

Forced displacement and problems connected with it are urgent for many countries, including Georgia (who had suffered two waves of forced displacement in the past two decades).

Much has been written about the effects of forced displacement, but most of the psychological studies focus on exploring PTSD (post-traumatic stress disorder) symptoms among displaced people often referred to as the "medicalization of society" (Conrad, 2007). Phenomena that are not "packed" as diagnosis but have major impact on discourses, behaviours or types of thinking of individuals are often missing in scientific exploration.

The current study explores the problems of forced displaced people in the context of uncertainty; it draws attention to the fact that the major losses experienced by forcibly displaced people are often surrounded with great uncertainty and ambiguity and uses Ambiguous Loss theory (Boss,1999) as the major theoretical framework. The study was exploratory in many aspects. The merits of the concept of Ambiguous Loss and the surrounding theory were supported by both qualitative and quantitative data obtained throughout the study.

Forcibly displaced people exhibit the emotions and behaviours which could be considered as the manifestation of ambiguous loss (experiencing hope and despair at the same time; overall uncertainty; adjustment difficulties, etc). How the ambiguity and uncertainty affect their emotional state, long term decisions and future aspirations was also explored. The research also raises important public policy and therapeutic issues.

## Ralph Sztembis, medical doctor, cardiologist, psychologist, PhD (health psychology)

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Dr Ralph Sztembis is currently working as interventional cardiologist in cathlab being responsible for interventions in acute coronary syndromes. He is also specially devoted to local program of intervention of chronic total occlusions as well percutaneous revascularisation of high risk patients. He is also guest lecturer at University of Rzeszów, Medical Division. He is also psychologist interested in practical implementation of psychophysiology into cardiology. He is author of original psychoeducation program for cardiac patients covering several new elements including comics, e-book, specially designed website and film, tablet, audio-book, training for patients and educational meetings for patients and their families.

### **Title: The role of health psychology in cardiology prevention interventions**

It is estimated that Gulf Region countries due to demography and life style changes face imminent epidemic of cardiovascular disorders (1) . And though health care system is well equipped and developed to tackle challenge in technical terms, still a lot must be done in terms of changing idea of primary and secondary prevention. Definitely we should re-think the idea of secondary prevention and transform it far beyond necessity of following drug regimen, changing diet and physical activity. We should discuss to what extend and in what form psychology, especially health psychology, should take place in future health care system and to what extend it should shape its activities. Both in terms of work with health-care practitioners and patients. It is especially important that European Society of Cardiology labels psychological interventions as level I interventions (2) but still much should be done in terms of developing and adjusting that interventions to reality of clinical practice.

Discussion themes:

- How can we place health psychologist in contemporary system of advanced, high-tech cardiology?
- Should we train doctors and nurses in psychological skills and to what extend should they participate in psychoeducational activities?
- Should doctors be also psychologist?
- How should we transform system of out-patient care to include psychological and/or psychiatric assessment?
- Can we use evidence-based-medicine paradigm to plan clinical studies of psychological interventions?

## Sabrina Tahboub-Schulte, PhD (Psychology), MSc (Psychology)

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Sabrina is Assistant Professor of Psychology at AUS teaching a range of undergraduate psychology courses. She is actively involved in regional eating disorders research. Her education and research is focused on clinical psychology and her PhD project examined treatment pathways of people suffering from mental illness and substance misuse. She has worked as a researcher for specialist treatment services in the UK and the UAE. Classes taught by her include general, abnormal and health psychology. Her current research concentrates on eating disorders and tobacco smoking.

### **Title: Binge Eating, Stress and Negative Emotional States**

Binge Eating Disorder (BED) has now been formally recognized and included in the DSM-5 as a diagnostic category among the spectrum of eating disorders (American Psychiatric Association, 2013). While this is an important first step toward better diagnostic procedures and treatment development, BED research remains limited (e.g. Yanovski, 2012). As a result, we know little about the nature and extent as well as risk factors and correlates of BED especially in this part of the world. This is of concern as BED often leads to significant overweight if not obesity, which in turn carries major health risks such as cardiovascular diseases and diabetes (World Health Organization, 2000).

Maladaptive eating behaviors often develop at young age and may set the stage for life-long unhealthy eating patterns (e.g. Goldschmidt et al., 2008). Whilst a poor diet and irregular eating habits may be triggered by a variety of psychosocial factors, high stress levels as well as other negative emotional states such as anxiety and depressed mood play a key role not only in unhealthy eating in general but also as powerful triggers for binge eating attacks in particular (e.g. Freeman, 2004; Stein et al., 2007).

The current study investigated the above-mentioned variables by assessing the prevalence and severity of binge eating among 254 undergraduate students in relation to stress levels and negative emotional states. The study comprised three data collection points (baseline plus two follow-up assessments) throughout Spring semester 2015.

Additionally, a subsample (n=20) attended a 30-minute focus group where their perceptions on eating patterns and stress levels were discussed more in-depth.

The final stage of data collection will be completed by the end of this month with results being available by summer 2015. To the best of the author's knowledge this is the first study on this topic in the UAE. Findings will provide a more accurate assessment of the nature and extent of such health risk behaviors in this region, which in turn will help professionals developing appropriate prevention strategies and treatment options.



## Justin Thomas, PhD (Clinical Psychology) MSc (Health Studies)

**Email:** Justin.thomas@zu.ac.ae

Justin Thomas is a Psychologist with an interest in the relationship between cognition, human information processing and emotion. He is currently associate professor with Zayed University in Abu Dhabi. Just has international experience both inside and outside of academia having previously worked for the UK’s national health service as well as for Isoft a leading healthcare IT systems vendor. Justin’s research publications are focused on mood and eating disorders, he also writes more broadly for the general public on far reaching topics from a psychological perspective.

**Title: Implicit Out-Group Preference Predicts Eating Disorders Symptoms Amongst Emirati Females**

Studies exploring the relationship between acculturation and eating disorders symptoms have proven equivocal. Socially desirable responding associated with the use of explicit measures may account for these mixed findings. This study explores the relationship between in-group identity, acculturation and eating disorders symptoms using both implicit and explicit assessments. Emirati female college students (N=94) completed an affective priming task designed to implicitly assess Emirati in-group evaluations. Participants also completed explicit measures, including the Westernization Survey and the Multicomponent In-group Identification Scale.

Eating disorders symptoms were assessed using the Eating Attitudes Test. Only implicit in-group evaluations were predictive of eating disorders symptoms. Specifically, increases in in-group preference were associated with lower levels of eating disorders symptomatology. Furthermore, participants with an actual out-group preference had significantly higher levels of eating disorders symptomatology compared with those demonstrating an in-group preference. These findings support the acculturative stress hypothesis, and suggest that the relationship between eating disorders and acculturation may be better understood with reference to implicit rather than explicit in-group evaluations.

## Justin Thomas with Nouf Al Qarni (student, Zayed University)

**Title Mental health beliefs amongst traditional healers in the UAE: A thematic analysis.**

Substantial investments in health care have ensured the widespread availability of allopathic medical services across the United Arab Emirates (UAE). However, in spite of this accessibility traditional healers (Mutawa) continue to play a significant, albeit, unofficial role in the UAE’s health sector. Citizens routinely consult traditional healers for problems that might, from a western biomedical perspective, be considered psychiatric conditions.

This qualitative study explores traditional healers’ conceptualizations of mental health problems, discussing their perspectives on phenomenology, etiology, intervention and outcome. Notably, traditional healers distinguished between biomedical illness, and states they attributed to demonological or metaphysical causes. The Islamic spiritual narrative was central to discussions of etiology, intervention and outcome. Greater integration of traditional healers within the UAE’s mental health care services would, in many cases, improve patient experience and outcomes.

# Clinical Psychology Stream – Workshop

## Sara Powell, (AThR), BAFA, MA Art Therapy

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Sara Powell is from the United Kingdom and has spent many years in Middle East and Asia. Sara is a co-founder of ATIC which she first opened in Singapore before moving back to Dubai. Sara has provided art therapy to children, adolescents, adults, the elderly, and families and has facilitated a variety of therapy groups. Sara is also a well-received speaker and workshop trainer/facilitator in art therapy. Sara specializes in child/adolescent related disorders. Sara received her MA in Art psychotherapy from LASALLE University Singapore, and is a registered member with the Australia and New Zealand Art Therapy Association (ANZATA) and Arts Therapists Association Singapore (ATAS). Sara’s clinical experience includes being part of a multi-disciplinary team (of doctors, psychiatrists, psychologists etc.), where she concentrated on working with those diagnosed with Eating Disorders in a specialized Eating Disorder rehabilitation programme, at Singapore General Hospital. Her scope of work also included providing art therapy to psychiatric inpatients and outpatients with a variety of mental health diagnoses.

**Title: Portraits of an Eating Disorder: An Art Therapy Reflection, from the inside out, supporting young adolescents in Group Art Therapy**

Eating Disorders are known to have a debilitating and disruptive effect on its sufferers. It is a societal challenge not only for Western society, it is also locally acknowledged as an increasing societal concern. Adolescents in the UAE are particularly effected. Research identifies that UAE adolescents inclusive of university students have been affected by Eating Disorders (Abdulrahman, Musaiger, Al-Manni & Al-Lalla, 2014; Eapen, Mabroul & Othman, 2006; Thomas et al., 2010). Art Therapy as a treatment intervention for Eating Disorder patients has been effectively integrated in a variety of inpatient and outpatient treatment programmes throughout UK, Europe, USA, and Singapore to name but a few. Art Therapy has been identified as an effective treatment option (Rabin, 2003), especially within a multi model approach. However, there is a lack of comprehensive treatment modalities yet to be fully established within the UAE. Given the lack of a comprehensive service in specifically managing Eating Disorder patients in the UAE, in addition to the preliminary stages of research, this workshop will discuss the use of art therapy (a treatment modality which is extremely new in the UAE) as a supportive treatment for those managing Eating Disorders, specifically for young adolescents. Participants will gain a valued understanding in art therapy as a treatment modality, especially within the context of a multimodel Eating Disorder specialist rehabilitation programme, and how group art therapy can be a valuable catalyst to ignite change and in managing eating disorders.

Participants will learn:

- Creative methods in managing Young Adolescents with Eating Disorders
- The importance of the process of art therapy and the use of art materials in aid of paralleling and resolving Eating Disorder behaviours in Anorexia Nervosa, Bulimia nervosa and in Overeating Eating Disordered patients.
- The importance of group work when managing Eating Disorders in young adolescents.
- The importance in establishing a comprehensive support, within a cultural context for Eating Disorder sufferers within the UAE.

## Kennon Rider, PhD (Human development and Family studies)

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Dr. Kennon Rider, is a trained and licensed Marriage and Family Therapist now practicing in Dubai, as well as an academic who has focused on marital and family issues at universities in Texas and California in the U.S., and now, in the UAE. Specializing in therapy for couples, he has practiced for 30 years and has learned many lessons the hard way. He is also associate professor with Zayed University at their Dubai Campus.

**Title: ALL Marriages are cross-cultural: dealing with the inevitable differences couples bring to therapy.**

Whether two people grow up next-door or half way around the world from each other they almost certainly learn about relationships very differently. And when these people, now in relationship together, run into trouble it is often due to differences in thinking, feeling and acting. Clearly, they each learned their ways of being in their original families and have by now practiced them for years. In relationships these differences often cause huge conflicts, the kind that bring couples to counseling. This workshop will address how to think about and address these inevitable differences and conflicts through couples counseling. Lecture, cases, discussion and group work will be used to understand both the therapeutic problems as well as potential solutions.

Learning Outcomes, Participants will:

1. Learn why all marriages are “cross-cultural.”
2. Have exposure to sample cases of differences that bring clients to therapy
3. Become aware of the dysfunctional ways that couples attempt to resolve their differences
4. Learn to disrupt conflict over differences
5. Become aware of options when conflicts are “unsolvable.”
6. Understand a model for finding solutions to help couples overcome the differences that trouble them.

## Marie Thompson ClinPsyD with Sue Partridge (MSc, DipClinPsy) and Parthna Singh (MA Clinical Psychology)

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Dr. Marie Thompson is a Clinical Psychologist who trained in the UK and has experience of working in different countries in environments spanning government services, private practice and the corporate sector. She left her position as Head of Department of Behavioural and Social Sciences at Webster University in The Netherlands to join the ACPN as a Senior Clinical Psychologist. She works mainly with adults with mental health problems and has a special interest in trauma and PTSD.

**Title: Third Wave Treatments for Depression: Mindfulness-Based Cognitive Therapy, Compassion-Focussed Therapy and Acceptance and Commitment Therapy.**

CBT has progressed to include so called “third wave” therapies. This presentation includes an outline of third wave treatments for depression, with specific focus on MBCT, compassion-focused therapy and ACT. The effectiveness of these approaches will be discussed, with reference to the cultural pertinence of such therapies amongst clients presenting to services in the Middle East.



## Monica Thompson, ClinPsyD, MA

**Email:** Mon300@sky.com

Dr. Marie Thompson is a Clinical Psychologist who trained in the UK and has experience of working in different countries in environments spanning government services, private practice and the corporate sector. She left her position as Head of Department of Behavioural and Social Sciences at Webster University in The Netherlands to join the ACPN as a Senior Clinical Psychologist. She works mainly with adults with mental health problems and has a special interest in trauma and PTSD.

**Title: Challenges in Providing Evidence Based Psychological Treatments for PTSD in the UAE**

Dr Monica has been training mental health professionals in Post Traumatic Stress Disorder (PTSD) and providing the most effective psychological treatments to people suffering from PTSD for 20 years. The last three of these years have been in Dubai. There are certain assumptions implicit in psychological therapies that have been developed in Western societies, which differ from the cultural context and realities of clients living in more Collectivist societies. Dr Monica will present on the significant differences in the way traumatic events (such as rape, sexual assault and physical assault) are perceived and responded to in Collectivist societies such as the UAE due to these assumptions. She will discuss the challenges of providing psychological treatments which were designed on Western populations to clients who live in the UAE. She will highlight the cultural, ethical and clinical dilemmas this poses when trying to effectively treat PTSD.

Workshop objectives are to enhance knowledge and understanding in the following areas:

- PTSD
- Evidenced Based Treatments for PTSD
- The impact of Western assumptions on Collectivist societies using evidence based psychological treatments for PTSD.
- Recommendations

## Jacqueline Widmer, Psy.D.

**Email:** jacqueline.widmer@zu.ac.ae

Dr Jacqueline Widmer is an Assistant Professor in the College of Sustainability Sciences and Humanities at Zayed University. She currently teaches students in the Psychology and Human Services program and conducts research on the assessment and clinical correlates of emotion regulation strategies. She is also a Clinical Psychologist with an extensive experience in the field of mental health. She has worked in psychiatric clinics in the USA and Switzerland, and more recently owned and operated her own private practice in Cyprus. She holds a B.A. in Psychology from the University of Geneva (Switzerland) and a Psy.D in Clinical Psychology from Long Island University (U.S.A.).

**Title: Emotion Regulation as a Treatment Strategy: Empirical Basis and Clinical Applications**

A person with social anxiety dodges social situations to avoid the highly uncomfortable spike in anxiety associated with them. A person suffering from depression finds himself spending endless hours staring at the TV to distract from the negative thoughts that torture his mind. A person with obsessive-compulsive disorder tries to fight back rising anxiety by cleaning her apartment again and again. A person with an eating disorder finds temporary solace in bingeing and a person with borderline personality disorder finds some emotional relief by cutting herself. They are all engaging in maladaptive strategies to regulate intense and distressing emotions. The Diagnostic and Statistical Manual of Mental Disorders (DSM-V; American Psychiatric Association, 2013) classifies mental disorders into distinct categories. In doing that, several authors argue that it omits to look at the frequency of current and lifetime comorbidities across different disorders (see Brown & Barlow, 2009). This is currently resulting in a push for focusing more extensively on the common factors that run across the majority of diagnostic categories, and the introduction of transdiagnostic treatment protocols that that can be applied to a variety of disorders by targeting their shared features. It is widely recognized that problems in regulating emotions play a central role in the development and maintenance of psychiatric disorders, with more than 75% of diagnostic categories included in the DSM-IV characterized by problems with emotions or emotion regulation (Barlow, 2000). In this workshop, we will succinctly review the growing empirical research that looks at the effect of emotion regulation strategies on mental health and psychopathology. We will identify specific emotion regulation strategies that have been identified as risk factors or protective factors against psychopathology. We will proceed to look at some of the major psychotherapy models (dialectical behavior therapy (Linehan, 1993), emotion focused therapy (Greenberg, 2002), acceptance and commitment therapy (Hayes, Strosahl, & Wilson, 1999), mindfulness-based cognitive therapy (Segal, Williams, & Teasdale, 2002) and emotion-regulation therapy (Mennin & Fresco, 2009) that conceptualize and target emotion regulation strategies as agents for change. We will conclude by reviewing specific therapeutic techniques and exercises that are employed by these therapeutic approaches.

## Clinical Psychology Stream – Invited Session

### Dr Andrew Kinder

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Andrew has made a unique contribution in the area of counselling in the workplace over the last 15 years. He has been a leader in this specialist field work over this period both in serving on the Executive Committee of the BACP Workplace (formerly Association for Counselling at Work) and in his role as the head of a large provider of workplace counselling/Employee Assistance Programme. He has also promoted workplace counselling through committee work at the British Psychological Society's Division of Counselling [1], the Chartered Institute of Personnel and Development (CIPD) [2] and the Commercial Occupational Health Providers Association. He was recently awarded with a Fellowship by BACP – see link for more info

#### Title: Focus on Employee Assistance Programmes

Employee Assistance Programmes (EAPs) are strategic interventions which organisations can use to address productivity issues, reduce absence and bring about a more wellbeing oriented culture. An EAP provides managed access to a range of experts and mental health professionals, accessed through a single entry point and via a structured assessment of need, that will provide support, guidance and information on a wide range of work related and personal issues that can affect work performance and attendance.

There is a global organisation called the Employee Assistance Professionals Association (EAPA) with branches throughout the world. Andrew Kinder is the Chair of the UK EAPA and he co-edited a publication called 'EAP Guidelines'. This is available free from <http://www.eapa.org.uk/wp-content/uploads/2014/02/UK-EAPA-GUIDELINES-DOCUMENT.pdf>

The key messages from this document will be outlined and discussed during the workshop. Those interested in finding out more about EAPs, how to set them up and how best to demonstrate their use in organisations should benefit from attending.



# Occupational Stream - Papers

## I. Olusola Akinbobola, PhD. (organisational psychology)

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O. I. Akinbobola obtained Ph.D degree in Psychology from the University of Ibadan, Ibadan, Nigeria. She specialized in industrial/organizational psychology. She worked in the banking industry as a manager before joining Redeemer’s University, Redemption City, Nigeria. She is a senior lecturer in the Department of Behavioural Studies. Her research interest is in the area of escalation of commitment, environmental attitude and conflict. Dr Akinbobola is a member of the Chartered Institute of Personnel Management of Nigeria and serves in the Education Committee.

**Title: Appraisal of role conflict on quality of work life and turnover intention among corporate women workforce**

There is an upsurge of women in workforce especially in the developing countries of Africa, such as Nigeria. Women play multiple roles within and without the workplace. This study examines the influence of role conflict on quality of work life and turnover intention among working women. 265 women working in various corporate organizations were purposively selected in a descriptive survey. Data were collected by utilizing structured psychological scales. Pearson correlation coefficient and t-test for independent tests were used as statistical tools for data analysis. There was significant relationship between family-work conflict and quality work life; family-to-work conflict and turnover intention; work-family conflict and turnover intention. Younger women differentiated on turnover intention than older women. The findings have implication low retention rates of corporate women workforce resulting in a brain drain of required corporate and managerial talents.

## Omneya Omar, PhD student (Education); MSc. (business psychology)

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I am currently working as Academic Advising Team Leader at American University of Middle East (AUM)in Kuwait. I am working on my PhD in Educational Research at Lancaster University. I earned my MSc. in Business Psychology from Heriot Watt University. My general research focus falls into topics related to wellbeing through learning, with specific focus on lifelong learning and impact of workplace environment on wellbeing.

**Title: Women and their learning experience in the workplace: A Narrative Inquiry for reflecting upon Arab women’s lifelong learning**

This is a research project, taking place in the gulf region, specifically into Kuwait about Arab women and their formal and informal knowledge generation in the workplace. The project takes the narrative inquiry through listening to different working women and their stories about professional knowledge and how far they are working on their lifelong learning. The project includes four protagonists selected purposively through the researcher’s network to present a ‘restorying’ voice of each participant in accordance to their main personality trait according the Big Five Trait Model. Participants are interviewed and observed over a month period within their workplace. The narrative analysis reveals an impact of the participants motives for learning on their view to their workplace, also recommends the need to more enlightening trainings for Arab women in becoming what they want to be and utilizing their education into the job market. The paper is driven mainly by the lifelong learning theory through an interpretivist paradigm. The session shall present the women voices and provide recommendations to organizational training and vocational recruitment in order to align the employees’ learning and knowledge needs with the organizational learning aiming to achieving a knowledge economy.

## Jonathan Rook, CPsychol., Msc. (Applied Psychology); PGCert (Occupational Psychology)

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Jonathan is a Chartered Occupational Psychologist with over 10 years consulting experience. He has worked both as a Management Consultant and as an in-house HR consultant – he now works as a Business Psychologist in the Middle East with key experience in selection and assessment, leadership development, executive assessment, job analysis & competency development, talent analytics, career counselling and coaching. He is also experienced in psychometric test development, organizational change management and HR consulting. Jonathan’s other interests include development of innovation in business, retirement & financial planning, and coaching to reduce the effects of work stress and fatigue, for which he has published a book chapter and journal articles.

Jonathan has worked extensively across the public and private sectors, including Central Government, Financial Services, Retail, Pharmaceuticals and Telecommunications. He has also worked internationally in Portugal, Switzerland, the UAE and India.

Jonathan is a full member of the Division of Occupational Psychology and a qualified test user in ability and personality testing (BPS Level 1 & 2), including Talent Q, Saville and NEO-PIR. He also holds a Certificate in Coaching with the Centre for Coaching, UK. He is registered with the Health Professions Council, UK.

**Title: Stress and Recovery - a review of the literature.**

Stress and fatigue caused by work require daily recovery periods to offset future deleterious consequences to mental and physical health. The aim, therefore, of the current study was to gain insight into recovery processes during a normal week. The main hypotheses were that more time spent on work and work-related activities will have a negative impact on recovery, while more time spent on specific leisure activities would have a beneficial impact on recovery. Using diaries, 46 respondents (average age of 35) provided daily measures of fatigue, sleep, and time spent on recovery activities over 7 days. Recovery activities included time spent on activities that were social, physical, and work-related. Results indicated that whilst low effort and social activities are non beneficial to recovery, physical activities significantly predict recovery (i.e., the former increase fatigue whilst the latter decrease fatigue). Sleep quality also emerges as a significant predictor of recovery. The weekend respite appears important to recovery; however, the effect seems already to wane on Sunday evening in anticipation of the Monday workload. The article provides insights into leisure activities and the experience of fatigue.

The paper will present the findings of the above study and review the research that has been conducted since to bring the audience up to date with the latest thinking on how to reduce the negative impact of stress, how to research this and current trends in research and practice



Debbie Sutherland, PhD student (education);  
MSc (organizational psychology); MBA

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15 years of international work experiences integrating strategy, business and organizational psychology principles. Using systems thinking, organization development principles and consultant's approach; builds frameworks, models and programs, conducts organizational diagnosis, identifies operational and performance gaps and creates strategies for alignment with strategic business plans. Projects span across company, business and support units.

**Title: Implementing a Knowledge Sharing Strategy for Effective Decision Making.**

The purpose of this paper is to share the research and implement various knowledge sharing techniques and processes at Masdar, a renewable energy company in Abu Dhabi, that were introduced to increase and leverage knowledge intelligence in an effective and efficient manner to create sustainable corporate value. Simply stated: Will implementation of a knowledge sharing strategy lead to effective decision-making? In order to understand the theories and behaviors surrounding this hypothesis, organizational development frameworks and social-psychology theories were examined to understand the behaviors that contribute to knowledge sharing, but more importantly, to understand and verify the relationship between knowledge sharing and effective decision-making. This is an important concept for Masdar to research due to the large dependence of western expatriate knowledge workers and the need for knowledge transfer interdepartmentally to remain competitive in a fluid and dynamic renewable energy environment. In order to promote knowledge sharing at Masdar, an action research project was initiated to understand the mechanisms that drive and motivate individuals into a collective activity that brings corporate value and to complete a literature review of several well-known theories, which underpin individual motives for sharing knowledge and various decision-making theories. The project results, behavioral insights and implications examined how leadership, collaborative and adaptive competencies, within the knowledge sharing realm, may be infused into the knowledge sharing initiative to ensure our teams are continually learning and adapting to new conditions that impact effective decision-making. The project also included the evidence regarding the theories, statements surrounding the project hypothesis and implications for future knowledge sharing and effective decision-making at Masdar to build the knowledge sharing community.

Excerpt: How do you define “knowledge” and its corporate value? According to Peter Drucker, the foundation of the 21st century organization is no longer money or capital or even technology, it is knowledge (Schwartz, 2006). Knowledge sharing has become the value driver for many corporate knowledge management strategies concerned with keeping hold of their intellectual assets; explicit and tacit knowledge, within a complex organization. Masdar, an innovative renewables energy company in the Middle East, is no different

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Becky Playfoot is a Chartered Occupational Psychologist and Head of Consultancy Services at cut-e UAE, She specialises in psychometric assessment, specifically personality profiling. Becky has experience in assessment for selection, leadership development, restructure, executive assessment, learning and development and organisational talent management. She has worked for a number of years across consultancy and test publishing and has worked with clients from variety of sectors, including: retail, aviation, government, media, pharmaceutical, telecommunication and utility. Becky is a full member of the Division of Occupational Psychology (DOP), within the British Psychological Society (BPS).

**Title: A global approach to identifying and developing future talent within UAE organisations.**

How can we identify high potential early on? How can we develop leaders of the future? How can we apply innovation to talent management? In a progressive and fast growing region such as the UAE, questions like the above are often asked by organisations. The talk will explore the benefits and challenges of different approaches to identify and develop top talent. Insights will be shared from real-life case studies on how initiatives have been designed, communicated and applied and also where innovation has been introduced to make processes and practices more efficient.

# Occupational Stream - Workshops

## Amal El-Sawad, PhD (Organisational Psychology), MSc (Human Resource Management)

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Amal is currently an Associate Professor of Human Resource Management at Zayed University, Abu Dhabi. Prior to her current appointment she was a Lecturer at Loughborough University, UK. She began her career as a Human Resource practitioner working in both the public and private sectors, including at IBM. She has published in journals such as Journal of Occupational and Organizational Psychology, Human Relations and Group and Organization Management.

**Title: Rock the Boat! Harnessing the power of cliché to facilitate personal, career and organizational change and development**

Play the game. Don't rock the boat. Better the devil you know. These are all examples of clichés commonly heard in everyday organisational settings. But what exactly is a cliché? Dictionary definitions describe cliché as a phrase or idea which is used so often as to render it meaningless. Yet recent research within work organisations, including a large multi-national IT giant, reveals that, contrary to the rather pejorative dismissals of cliché as lazy, half-attempts at communication, cliché is in fact a very meaningful and potent discursive device which packs a very powerful psychological and behavioural punch. Our concern should not be merely with what cliché is, but what cliché does. Cliché can influence our thoughts and our behaviour, can prevent us from thinking critically about the situations we find ourselves in and can obstruct individual and organizational change. That is the bad news. The good news is that, once we have been made aware of this, and have identified the clichés which we and those around us routinely employ, we can work to replace unhelpful, constraining clichés with enabling, constructive ones. In this highly participative workshop, through a series of individual and group activities, participants will acquire the knowledge and skills to allow them to identify and assess the impact of the clichés which loom large in their own and others' (e.g. clients', students', employees') personal and professional lives and discover how to harness the power of cliché to help empower personal, career and organisational change.

## Abi White & Sharan Gohel, MSc (work psychology)

Email: [sgohel@ihsdubai.com](mailto:sgohel@ihsdubai.com) & [abiwhite@ihsdubai.com](mailto:abiwhite@ihsdubai.com)

Abi is a highly experienced Learning and Development Specialist with a strong background in designing and facilitating leadership development workshops, and developing Human Capital solutions. Abi has experience working across the Middle East as a Management Consultant and as an in-house HR specialist in within the development arena. Abi worked with the Jumeirah Hotel Group (2004 – 2010) in a role culminating in Learning and Development Manager for their Corporate Training Centre. In 2010 she was approached internally by Dubai Holding to become Director of Performance, Talent and Training for TECOM Investments. She is also a Certified Facilitator of the Emotional Intelligence Leadership Programme with 6 seconds. Abi is certified with the CIPD and is also a certified coach with the ICF.

Sharan is a Chartered Organisational Psychologist who started her career working within the telecommunications and manufacturing industry as an in-house Occupational Psychologist, where she applied her knowledge and skills in understanding people in a number of ways: to develop the business, develop client relationships and improve staff performance. Sharan's key expertise lies in the application of psychology to business in an innovative way which positively impacts on the success of an organisation and has successfully managed projects in assessment, development and organisational development. Sharan is not only a fellow of the British Psychological Society, but a member of the Society of Coaching Psychology, of the Division of Occupational Psychology, and of The Psychological Testing Centre

**Title: Driving performance through leading with Emotional Intelligence**

Leadership in the modern world is focused on engaging employees and charging their energy in order to unleash potential. Historically leaders of organizations were appointed on technical ability, industry experience and qualifications...but the world has changed. Today, employees seek inspirational leaders, a leader who is able to empower, drive a vision and communicate effectively. A leader who is equipped with, not only the technical know-how but with the emotional intelligence that is needed to engage a team and drive a business forward through motivating, creating passion for the role and building high trust environments. A Successful leader must be self-aware and aware of those around them, to be effective they must be able to recognize their emotional responses and be able to harness their emotions and utilize them in ways that create positive outcomes. This workshop will give an overview of the practical understanding of the key emotional competencies and how to gain, maintain, and enhance them.

## Claire Kenny, MSc (organizational psychology) With Becky Playfoot, CPsychol.,

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Claire Kenny is a Senior Consultant at cut-e UAE. She acts in a professional advisory capacity addressing client needs in both the areas of assessment for selection and development. Claire is involved in the design and implementation of a range of tools and methodologies aimed at improving the decision-making process for client organisations. She has worked on and lead a number of projects across a range of international locations; including Ireland, UK, Germany, Luxembourg, Italy, Switzerland, Singapore, Dubai, Abu Dhabi, for clients across both private and public sectors.

Becky Playfoot is a Chartered Occupational Psychologist and Head of Consultancy Services at cut-e UAE. She specialises in psychometric assessment, specifically personality profiling. Becky has experience in assessment for selection, leadership development, restructure, executive assessment, learning and development and organisational talent management. She has worked for a number of years across consultancy and test publishing and has worked with clients from variety of sectors, including: retail, aviation, government, media, pharmaceutical, telecommunication and utility. Becky is a full member of the Division of Occupational Psychology (DOP), within the British Psychological Society (BPS).

**Title: How social media and the use of technology are changing selection practices: what will this mean in the UAE?**

The workshop will explore the changing face of selection through the introduction of new technological methodology and online psychological profiling techniques. With the prevalence of social media becoming more prominent, what can organisations do to both utilise these new ideas and also minimise risk? The workshop will explore some of these questions through presentation and workshop activities.

## Cassie Woolgar & Andrew Salisbury

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Cassandra has worked in Academia, with the NHS, MOD, Charities and Corporate businesses. Her work has included supporting people with learning disabilities, mental health problems and disadvantaged children. Beyond the specific work below she has also led, managed and mentored many people while working in these sectors. She has provided research support in the Department of Education at the University of Oxford and the Department of Educational Psychology for a Local Education Authority; establishing collaborative business relationships and research publications. Cassandra has completed change management projects in the NHS and MOD including introducing new technologies into the NHS, and the drawdown of a Medical Centre from British Forces Germany. These roles have required an understanding of the organization and change, how to maintain motivations and group cohesion, and how to keep staff feeling well and calm during such changes.

Andrew has played a key role in the implementation and management of client projects, many of which are on a global scale. Recent project work has included: A two-year implementation of assessment screening for the Global Graduate programmes for one of the worlds' most iconic energy drinks brands. Global roll out of the Hogan assessments for a FTSE 100 company involving Hogan certification for more than 60 HR specialists through in-company courses and followed by continuous support to various business units internationally. Managing the operational delivery of assessment of candidates for the purpose of pilot selection for two of the World's largest airlines , with assessments for external hiring and upgrade in excess of 5,000 candidates per annum. Co-ordination and management of 300 Talent Reviews for senior managers Telco in Riyadh, Saudi Arabia, involving taking and managing a team of 10 consultants on-site.

**Title: Using personality Assessments to measure behavioural competencies: Case study on assessing competencies for airline pilot selection.**

It was as long ago as 1973 when David McClelland suggested competence should be evaluated to predict performance, not just intelligence via aptitude tests. Businesses want to know if their workforce will display critical talent competencies most of the time, and especially when it really matters. To really tap into talent, and performance predictors, a comprehensive personality profile is required. This enables a broad, deep look at a person from which, with research backing, robust generalizations can be made regarding capabilities and competencies. This approach to evaluation (whether it be for selection or development) has the advantage of being applicable to any work-related outcome, for example, leadership effectiveness, managerial performance, risk taking behaviours etc.

Psychometrics are more often being recognised as more objective and better predictors of performance than resumes and interviews.



# Child Psychology and Educational Psychology Stream – Papers

## Hetaf Alammar, PhD. Student (Psychology)

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Hetaf is currently a PhD student in Psychology at University of Leeds. She is also a lecturer at Shaqra University in Saudi Arabia since 2012. She worked as a psychologist 2007 – 2012 at Human Development Centre in Saudi Arabia.

**Title: A systematic review of behavioural interventions for sleep problems in children with neuro-developmental disorders**

Children with neuro-developmental disorders are at a high risk of sleep problems. The Objective of this review is to provide updates regarding evidence discussing the effectiveness of behavioural interventions in managing sleep problems in children who have been diagnosed with such disorders. It also provides some recommendations for health care providers. Systematic review and meta-analysis of randomised controlled trails were compiled. Four databases were searched; the Cochrane Library, Embase, Ovid MEDLINE, and PsycINFO. Four studies with randomised controlled trials RCTs design that were published between 2004 and 2015 and written in English were chosen. The population tested were children between two and fourteen years with different neuro-developmental disorders, such as ADHD and Autism. The interventions were behavioural interventions and the outcomes were sleep measures. A significant medium effect size was found in post measures between the two groups, the intervention and the comparator. In contrast, no significant effect was found between both groups in the efficacy of reducing disorder's symptoms. In conclusion, this review has shown that behavioural interventions are effective to manage sleep problems in children with neuro-developmental disorders. The positive results were maintained at follow-up sessions in two studies out of four. A number of limitations and recommendations need to be considered.

## Fiona Baker, PhD. (Education)

**Email:** fbaker@ecae.ac.ae

Assistant Professor Baker, is currently lecturing in Early Childhood, at a dedicated teacher preparation College in Abu Dhabi.

**Title: My Child has ADHD. Now What? (Personal Reflections)**

The author will introduce the round table with some personal reflections on her own experiences as her field of research, weaving stories and theories to explore her experiences, professional client relationships, and meanings. The work reflects on her multiple identities and positions as a professional educator and client, but focuses on her experience as a mother learning about her child with ADHD and how to navigate communication with school personnel and clinical psychologists. The author will reflect on her adult learning experiences as a result of her daughter's assessment and parenting a child with ADHD.

Discussion themes:

- In our experience, is the UAE a country that understands and supports children with ADHD and their families?
- How can schools and agencies work with parents in a more constructive and supportive manner?
- How can we create awareness and transfer knowledge as professionals so parents are better informed and supported from the beginning?
- How can communication and collaboration occur so parents do not feel disenfranchised and alienated in the process of becoming their child's advocate.

## Sue Goode D.ClinPsy, M.Phil (Clinical Psychology)

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Dr. Goode is currently a Consultant Clinical Psychologist in the newly opened Maudsley Hospital Child and Adolescent mental health service in Abu Dhabi. Prior to arriving in the UAE in April this year, she was a Consultant Psychologist in a busy South London UK service and had a lead role within a multidisciplinary assessment and intervention service for children and young people with a variety of mental health presentations and within a specialist team providing a service for children and young people with developmental problems (most frequently Autism Spectrum disorders and Attention deficit disorders). Earlier in her career, Dr. Goode worked with a leading research team at the Institute of Psychiatry, exploring the genetics of autism through family and twin studies. She had a lead role in a follow up study into adulthood of individuals diagnosed with autism in childhood (Howlin et al 2004, Hutton et al 2008) and was involved in the early development of the Autism Diagnostic Observation Schedule, (Lord et al 1989) now considered a gold standard assessment tool for Autism Spectrum disorders. Prior to taking up a full time clinical position, Dr. Goode held an honorary senior lectureship at the Institute of Psychiatry, University of London, lecturing on the Clinical Psychology training programme and providing clinical placements and research supervision. Having trained in using Cognitive behavioural therapy with adults, she was involved in setting up the first CBT course at the Institute of Psychiatry for clinicians working with Children and young people.

**Title: Assessment and treatment of co-morbid disorders in children with Autism Spectrum Disorders**

Prevalence rates for mental health disorders occurring in combination with Autistic Spectrum Disorders (ASD) range between 40 and 90% (Salazar et al 2015), with anxiety and attention deficit disorders with hyperactivity (ADHD) significantly more frequent than found among typically developing peers. This presentation will explore the context for the wide variation in rates and consider the challenges for research in this area. It will draw attention to the complexity of determining whether a child or young person's difficulties are due to the effects of the core features of autism, or a comorbid psychiatric disorder superimposed on the autism and the life experiences of the child. A case will be made for undertaking a comprehensive mental health assessment for all children suspected of ASD or who have had confirmed diagnosis. Many treatment studies, particularly those relating to depression and anxiety disorders have specifically excluded children and young people with ASD, often with an underlying assumption that they will be less able to benefit from treatment because of their underlying social communication difficulties and/or that the treatment packages will need significant adaptation. The past decade has seen an increase in treatment studies which explore the effectiveness of interventions specifically for young people with ASD and anxiety (e.g. Soffronoff et al 2005) and for young people with ASD and ADHD (Research Units on Pediatric Psychopharmacology Autism Network 2005). This presentation will explore the treatment evidence base and make the case for providing evidence based interventions targeting comorbid disorders in ASD.

## Ian Grey, D.ClinPsy, PhD

**Email:** igrey@tcd.ie

Dr. Ian Grey is Associate Professor of Psychology at Zayed University. He holds doctoral degrees in experimental and clinical psychology and holds additional qualifications in Forensic Psychology and Behavioral Psychology. He was clinical director of a large service in Ireland providing services for several hundred children with developmental disabilities prior to his current appointment. Most of research has focused on assessment and treatment of behavioral disorders in children and adults with developmental disabilities.

**Title: Long Term Outcomes of Children with Intellectual Disability and Challenging Behaviour Receiving PBS.**

The current study reports on the outcomes associated with implementation of Positive Behavioural Supports for six children aged between ten and eighteen years of age after between 12 and 18 months of intervention. The study employs a multiple baseline across individual design to describe positive behaviour support for six children in community settings. Four types of outcome are presented: rates of behaviour, rates of medication, psychiatric symptomatology, and quality of life. The systems of support required to maintain outcomes and develop improved lifestyles include behaviour support planning, mental health review, and on-call intensive support. Behaviours reduced to near-zero levels following implementation of PBS and improvements were sustained over 12 months. The results are discussed in the context of recent legislation and systems of community support.

**Title: Parental Satisfaction with Early Intensive Behavioural Intervention.**

In the past 15 years early intervention for children with autism and intellectual disability has seen a growing recognition of the need to examine the wider effects of early intervention beyond child outcomes. As a result parental satisfaction has emerged as an important topic. Despite a large body of published work on the effectiveness of EIBI, very little work has examined the degree of parental satisfaction with this model of intervention. A total of 48 parents completed a measure of satisfaction with EIBI that included items relating to (a) outcomes for my child, (b) outcomes for our family, (c) emotional reactions to outcomes, (d) quality of the EIBI model used and (e) relationships with the EIBI clinical team. Overall results indicated extremely high levels of satisfaction and parents reported improvements in specific developmental areas such as language and communication, social skills, play skills and physical development. Results point to increased contextual fit of parental satisfaction and EIBI.

## Wessam A. Mohamed, PhD (natural sciences), MSc (education)

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Wessam Mohamed is currently an executive director of the E-Center of Psychological Measurement Project (e-CPMP). The project is one of the competitive projects of Excellence in Higher Education Institutions. Also, she is a co-director of the Development of Students& Assessment System Center (DSASC). In 2005, she attained a full DAAD scholarship at Konstanz University, Natural Sciences College, Psychology Dept. The dissertation topic was “Behavioral and Cortical Indices of Typical and Atypical Development of Reading and Spelling Skills in Children: Evidence from Different Orthographies “. In December 2010, she got one of the awards for” Distinguished Publications” from Fayoum University. In 2014, she contributed with a chapter entitled “An epidemiological survey of reading and spelling disabilities in Arabic speaking children in Egypt” to the Handbook of Arabic Literacy, published by Springer. Also, she presented her work at many international conferences and recently at the (ICEEPSY V), Kyrenia, Cyprus. She received many training scholarships as: Bioethics UNESCO training at Vilnius University, Lithuania, 2012; Research Ethics MERETI scholarship, Cairo, 2013 and the “Egyptian Ministry Education Staff capacity Enrichment Program (ESCEP), 2012, Virginia Tech, USA. She is also a member of the Community & Environment Service committee through which she is involved in environment -related topics and activities as environmental education and sustainable development. Importantly, she actively participated in many international projects as: Women Leadership in Higher Education.

**Title: A comparison between two tools for measuring Foreign Language Classroom Anxiety (FLCA) of University Students**

Globalization is a main feature of the 21st century, which requires mastering specific soft skills as learning a foreign language. However, learning a new language is negatively affected by language anxiety which hinders rather than facilitating the acquisition. Interestingly, this leads the research to address the issue of measuring the construct of foreign language anxiety. The purpose of this study was to measure foreign language Anxiety in 296 university students studying English as a foreign language. We used two different tools: the first is the foreign language classroom anxiety scale (FLCAS) which was developed by Horwitz et al. (1986) which is a self-reported scale and the second is a situation- based scale which was designed in terms of situations that cause anxiety to the participants while learning English as a foreign language. The most frequent situations were chosen to be included in the scale.

The purpose of this study was measuring the foreign language classroom anxiety of university students using two different tools including a self-reported scale developed by Horwitz et al. (1986) and a situation-based scale developed by the current researchers. We validated the FLCAS using factor analysis (exploratory and confirmatory). Results showed that the construct included four main factors explaining a total variance of 53% as follow: Speaking Anxiety, Language Comprehension, negative attitude toward the foreign language and fear of negative evaluation from native speakers. Also, results revealed a moderate and significant correlation ( $r [296] = 0.3, p < 0.01$ ).between the students total scores of the validated scale and the situation based scale. Comparing the high and low levels of foreign language classroom anxiety showed that only the third and the eighth situation represented sources to distinguish significantly the two groups. The two situations were related to classroom activities as sources for the anxiety. The results support that both foreign language anxiety and foreign language classroom anxiety are two distinct constructs. This suggests that the FLAC is a specific type of anxiety that needs to get more attention to investigate especially in the Arab cultures.

## Saifur Rehman Farooqi, PhD (Psychology), MA (Psychology)

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Dr. Farooqi is currently working as an Assistant Professor at Vivekananda College, University of Delhi, India, where he teaches various courses of psychology to undergraduate students. He also conducts independent researches and writes psychology-based articles on two of his blogs – ‘Life, Psychology, And A Lot More’ (www.lifepsychologyandalotmore.blogspot.com) and ‘History Of Psychology’ (www.psychology-history.blogspot.com). He is also the administrator of the popular Facebook page ‘Interesting Facts About Psychology’ www.facebook.com/InterestingFactsAboutPsychology in which he shares facts about psychology on a regular basis.

### **Title: Enhancing Social Support In The Classroom: Underlying Issues**

In the past decade, there has been a greater emphasis on social-emotional learning, apart from academic abilities, in schools. Having a sense of social support is a major aspect of social-emotional learning. The purpose of this paper is to focus on the underlying issues regarding the methods used to enhance social support in classrooms, in the light of research evidences. The most commonly used ways of enhancing social support are either having a sociopetal arrangement (seating arrangement in which students sit facing each other) or involving students in group tasks. The paper discusses how these methods, even though being effective, due to being highly socially stimulating cause discomfort for introverts (because high brain arousal) and shy individuals (because of having a highly sensitive amygdala). The paper further discusses how group activities themselves can inhibit productivity and creativity, and can violate the personal space of students. Additionally, group processes such as social loafing, social inhibition, conformity, and evaluation apprehension may also affect performance in a negative manner. Finally, the paper gives suggestions in how these issues can be dealt with, such as making students sit in pairs and making students of similar personality traits interact, for an initial period of time.

## Kathleen Swords, PhD Student (Education), MA (Integrative Counselling), BEd Hons (Education)

**Email:** kswords@dohacollege.com

Kathleen is Head of Counselling at Doha College, Qatar. She is currently undertaking her PhD on ‘Examining the Need to Identify and Understand Factors Affecting Expatriate Children in UK Boarding Schools’. Kathleen is developing both counselling and educational interventions to support her work with expatriate children in international and UK boarding schools.

### **Title: Examining the Need to Identify and Understand Factors Affecting Expatriate Children**

The last thirty years have sparked a deluge of research into the impact of highly mobile lifestyles on expatriate well-being. Rebecca Grappo (2014) believes there are three basic needs children require in order to flourish: belonging, recognition and connection. For expatriates, these basic needs are eradicated with each move. According to David Pollock (2009), expatriate children suffer more losses before the age of eighteen than most adults do in their lifetime. The layers of loss run deep: family, friends, possessions and homes. This continuous cycle of loss of their safe, predictable worlds can result in a form of grief, often mistaken for depression. Questions surrounding identity, belonging, relationships surface as children continually lose their worlds, through the challenging time of adolescence. Unresolved grief is the most urgent mental health issue facing expatriate children and losses that are not successfully resolved in childhood have an increased likelihood of recurring in adulthood. Increasing numbers of expatriate families demonstrates the need to understand this population. In addition to challenges, expatriate children have accumulated exceptional skills and talents which could enrich their lives. This workshop will explore the expatriate experience in order that educators and health professionals can gain a deeper insight and employ effective interventions and support systems.

## Suzanne Pearson

**Email:** suzanne@sharingparenting.com

Suzanne Pearson is a psychologist/counsellor who has worked in the field of education for over 20 years working around engaging learners, understanding and managing behaviour as well as building resilience and emotional wellbeing for effective learning and achievement.

Her training courses for Schools and other professionals are run throughout England and she has spent time working with schools in the USA and Dubai. She has worked with a wide range of schools and staff teams around resilience, emotional wellbeing and behaviour.

Suzanne is an Adlerian Counsellor/ member of the British Adlerian Society. Her work is based on Adler’s key concepts and strategies on behaviour and resilience. As Co-author of Raising Children manual she is now completing a workbook for schools on emotional and social issues.

### **Title: Introduction to the True Colours Personality Profile system for classrooms**

Understanding our own personalities, as well as those of our pupils, is another way of ensuring that we meet their emotional needs. A child’s personality is inevitably impacted by their experiences... but nature plays as strong a part as nurture and even securely attached children come to school with their different personalities. True Colours is a personality tool based on the principles of Myers Briggs. It does not pigeonhole children into one personality type over another, rather it’s about preferences and the child’s place on a combination of four ‘colours’.

The four personality types it looks at are orange, green, blue and gold:  
Orange: Adventurous (action-oriented; seeks fun, variety, stimulation, and excitement).  
Green: Curious (problem-solver; seeks knowledge and understanding).  
Blue: Harmonious (compassionate; seeks to encourage and to care).  
Gold: Responsible (dependable; seeks to follow rules and respect authority).

Whether or not you are interested in True Colors or any other type of personality test, we have to recognise that a classroom is a cauldron of different personalities with their own virtues and vices.

Recognising and understanding some of the differences in personality can make classrooms happier places.



# Child and Educational Psychology Stream – Workshops

## Amy Bailey, D.ClinPsy., C.Psychol with Esra Ezsayilir

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Dr Amy is a UK trained Clinical Psychologist with over 11 years post-doctoral experience with children and families. She is a former expert witness to the UK court systems in child-related cases and a Chartered Member and Associate Fellow of the British Psychological Society. Since moving to the UAE to 2011, Dr Amy has become a trusted source on behavior and cognitive development by educators, parents, media, and GCC governments. This year, she a winner of the Princess Haya Award for Special Education as Outstanding Clinical Psychologist and is a published authority on psychology in the UAE. Dr. Amy regularly provides professional development for GCC educators, in addition to general public awareness engagements.

Esra Holds 11 years of classroom and advisory employment, Esra’s experience spans the UK, Japan, and the UAE. Esra’s career roles have ranged from primary learning support assistant at a British school in Tokyo, to serving in educational psychology leadership across schools in one of Scotland’s five largest unitary councils. In her recent roles in the UK and UAE, she has been responsible for consulting and training to mainstream school administrators and classroom teachers, including internal quality assurance review of program delivery.

**Title: Completing educational psychology assessments within a culturally diverse population of the UAE**

This workshop will introduces the role of psychological assessments in helping children reach their true potential. The audience will learn about taking a holistic approach to assessment working collaboratively with schools and families. Some of the challenges of

cultural and language based issues when offering a comprehensive assessment service within a multi-national society such as the UAE will be highlighted and we will discuss how to manage these effectively. We will also talk about inclusive education more generally and how working more directly with schools is an effective way to work.

In terms of interaction we will include case studies and ask participate to think about ways assessment and intervention can be done across all levels: child, home and school. This will most likely be in small groups.

## Reinilda Dernison van Heuven, MSc (Neuropsychology)

**Email:** rdernison@me.com

Reinilda van Heuven Dernison is a neuropsychologist with 15 years experience in child and adolescent psychiatry. She has published about memory disorders and severe dyslexia and participated in post doctoral courses in the Netherlands. She is working for 5 years in the Middle East as chair of the DPR group and has introduced courses on positive psychology. She is now working in a multi cultural setting and is involved in psychotherapy with both adults and children. She recently has introduced a mindful parenting course in the region.

**Title: Effective treatment of anxiety in children: Clinical practices**

Anxiety disorders can be found in 11-12% of children among the population.

Cognitive Behavioural Therapy is known as an effective treatment for children. Still a third of the children will still show anxiety after treatment. New input for reachers is; which clinical factors play a rol in the effective treatment of anxiety.

During this workshop Reinilda van Heuven and Liesbeth Telman from the University of Amsterdam will present the latest development about the treatment of anxiety disorders of children and will introduce a new line of research. During the workshop three case examples will be introduced to provide more insight in the treatment protocol for anxiety (effective interventions, role of the family and self efficacy) Practical tools and the possibility to engage in a research project will be explored.

## Mandy Ewen, C.Psychol, D.Ed.

**Email:** mandy.ewen@zu.ac.ae

A practicing Educational Psychologist in the UK for over 25 years, I moved from my post of Senior Educational Psychologist in Renfrewshire, Scotland, to Dubai in 2011. Currently an Assistant Professor in Zayed University’s College of Education, I contribute to the training of future UAE teachers and to the promotion of inclusion at a strategic level. Since relocating to the UAE, I have also provided independent consulting services regarding the management of additional support needs or special needs in education through ‘Sustain Consulting FZE’ and am also affiliated with The Developing Child Centre (TDCC).

**Title: The Place of Educational Psychology in an inclusive UAE: Future Directions**

A short power point/prezi presentation is envisaged, providing an overview of the current picture and profile of educational psychology in the UAE from my own perspective, gained through working with schools and parents across Dubai and also at university level. The presentation would highlight key points such as the lack of understanding of the difference between educational psychology and other psychological disciplines, the importance of contextualized assessment, and the vastly underutilized capacity of educational psychology to promote inclusion at a strategic and practical level. The capabilities of the profession to contribute to effecting positive educational change in the UAE in specific areas at individual, whole school and strategic levels would be emphasized along with potential barriers and issues currently facing Educational Psychologists practicing or wishing to practice in the UAE. In light of a lack of fully qualified to practice Educational Psychologists in the UAE, ultimately, the presentation would propose – as one part of a broad solution - the development of a post graduate professional training course for Educational Psychologists in the UAE. The discussion would then be opened up to obtain colleagues’ views on the themes of the presentation but also to give fellow professionals the opportunity to discuss their experiences of practicing in the UAE and to contribute perspectives on the status and future direction of the profession within the UAE.

# Child and Educational Psychology Stream – Roundtables

## Amina Bin Hammad, MSc (Family Counseling)

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Amina currently works as a counselor at DFWAC .she is handling domestic violence and Child abuse cases. She has been working as a teaching assistant at Sharjah University following up postgraduate students' thesis. Prior to this she was employed as a psychology & sociology teacher for two years at MOE. She has executed extensively trainings in the topic related to child protection, positive parenting, change, talent and creativity.

**Title: Introduction to DFWAC and Womens issues in the community**

The Dubai Foundation for Women and Children (DFWAC) is the first licensed non-profit shelter in the UAE for women and children victims of domestic violence, child abuse, and human trafficking. It was established in July 2007 to offer victims immediate protection and support services in accordance with international human rights obligations.

DFWAC as a model for efforts in Domestic Violence Protection

- Introduction (Who we are?)
- DFWAC Services (What services we do offer?)
- What are the Issues we tackle?
- What are the admission procedures?
- discussion on DV Cases
- discussion on DV Cases Statistics
- Case Study1
- Case Study2
- Challenges & Barriers we have with DV cases.

## Priya Mitchell & Carmen Barrack

**Email:** priyabm71@googlemail.com & barracksinuae@gmail.com

Priya is a child protection and child mental health advocate and specialist working the UAE. She believes in empowering children and young people to achieve their potential. Priya is a UK trained Social Worker with 14 years post qualifying experience and over 20 years experience of working with children and families within a variety of roles, including Education, Social Care, Youth Offending, Mental Health and Counselling. She currently works as a Child Protection Officer and School Counsellor at Brighton College Abu Dhabi and her role involves providing child protection training to all staff, parent volunteers and Governors, child protection consultation to other School Counsellors in the Emirate and training to other schools as well providing counselling for all pupils on roll, parents and school staff. Priya is chair the Abu Dhabi Child Protection Cluster Group and the Abu Dhabi School Counsellor Network.

**Title: The Abu Dhabi Child Protection Cluster Group: Private Schools Inter Agency Pilot**

At the end of 2014, ADEC (Abu Dhabi Education Council) mandated that all private schools within the Emirate must have a School Safety Officer whose role was to recognise signs and symptoms of possible abuse and to report any suspected cases to ADEC for further investigation. ADEC provided mandatory training entitled 'Recognising and responding to child abuse concerns, delivered by the MoI-CPC to all safety officers. The training focused on legislation, policy and procedure for reporting as well as training on signs and symptoms of abuse.

Following the training which took place over three days, the ADCP cluster group was formed. Any private school in the Emirate can contribute and take part in the group. Representatives from both ADEC and the MoI-CPC also attend. The premise of the group is to have consistency in policy and procedure and to work alongside government bodies to promote child protection in the Emirate and help create policies which would be beneficial within the schools. This includes devising educational programmes for pupils around child safety, reporting procedures and timescales, roles and responsibilities for education staff. The group also enables the government agencies to cascade new initiatives to educational staff responsible for child protection. The group is also providing an opportunity to share good practice as well as discuss the challenges of child protection at the moment. Currently there is little post reporting intervention, as recently reported within the local media which is providing a challenge to child protection practitioners.

The round table discussion will provide an opportunity for attendees to become aware of the work of the group and to consider how they can duplicate the same process within their own region. The discussion would hopefully brainstorm how child protection policy can be effectively be implemented with the cultural climate of the UAE

Jessica Rios-Habib, PhD. (counseling psychology);  
MS.Ed (mental health counseling)

**Email:** drjessicarioshabib@gmail.com

Dr. Jessica Rios-Habib is a child and family psychologist with over 14 years of experience working with multidisciplinary teams in academic, research and inpatient/outpatient clinic settings. Her early work in psychology started at the University of North Carolina at Chapel Hill (USA), and she went on to earn her Masters and PhD from the University of Miami (Florida, USA) by 2004. Completing prestigious post-doc fellowships at Mailman Center for Child Development (Univ. of Miami Miller School of Medicine) and Hospital for Sick Children (University of Toronto), she extended her specialization into Pediatric Psychology. Dr. Rios-Habib’s experience in psychotherapy, assessments, and group work with youth and families of various backgrounds and medical/mental health diagnoses adds a unique value to the middle-east region, where she is currently practicing in Dubai Health Care City. Dr. Rios-Habib is licensed in the U.S.A., Canada, and U.A.E.

**Title: Social Skills Training with Children and Families in the Middle East**

While children across cultures share similar concerns in social development (i.e., social anxiety, bullying) and benefit from the concepts learned in western-based social skills groups, it is still very important to consider specific cultural factors when applying such programs with children and families in the Middle East. Clinical observations from an ongoing “Friendship Group” therapy program in Dubai suggest that it is more about the parental cultural factors that play a critical role in children’s skill generalization. For example, parents’ English language proficiency and cultural attitude toward and involvement with program goals appear to be correlated with how much a child will benefit from such programs beyond the sessions. As research clearly documents the influence of positive parent support in healthy child development, these findings further emphasize the need to directly target parent training in any such child interventions.

Discussion themes:

- Are social skills equally important across cultures?
- Is it fair to apply western, research-based intervention models aimed at developing pro-social skills in children and families in the Middle East?
- What considerations should we make when working with our Dubai population versus others in the Middle East region?
- Why can understanding “stereotyped” cultural beliefs and values help us better serve the Arabic community?
- As a clinician, how does one determine how far to “push” contemporary psychological theories with more traditional, Middle-Eastern families.
- How can we better “tailor” our Western-based interventions to our Middle East populations?
- What are other recommendations for clinicians planning to run social skills group in the future?



# IPCD 2015 Hosted Series on Coaching

## Saturday October 31st 2015

Curated by Danielle Bryant, PhD (performance psychology)  
Senior Psychologist Emirates Group

Email: [Danielle.bryant@emirates.com](mailto:Danielle.bryant@emirates.com)

Coaching is a growing field in the UAE with the number of residential and visiting coaches working in the region growing. As the coaching profession itself continues to grow worldwide, it is important for coaches to engage in continuing professional development, keep up to date with new research, new practices and case studies. For the first time as part of its programme, the International Psychology Conference Dubai is offering a coaching specific series of workshops, presentations and round table discussions designed to provide coaches working in the region, and beyond, with an opportunity for professional development and networking. This is a great opportunity to meet other coaches and discuss key coaching topics in the region, hear live case studies from both coaches and clients, and learn about new trends in the industry. Please find more details on the specific presentations on the opposite page.

## Sessions:

Breakfast Discussion Forum:  
Coaching in the Middle East; Hosted by Danielle Bryant

### Invited presentation 1: Veronica Munro

Title: The 'Ways of Being' model – the process of 'unbecoming' through conversational change

'Maybe the journey isn't so much about becoming anything. Maybe it's about unbecoming everything that isn't really you so you can be who you were meant to be in the first place'. A process of 'unbecoming'. This session provides delegates with a first-hand experience of a powerful leading edge conversational change tool: 'Ways of Being'.

### Invited presentation 2: Liesl Du Plessis

Title: Using Brain-based Coaching to inspire Change and optimize Growth

In today's complex and socially interdependent workplace, the ability to effectively coach others has become a precious resource. Though there are many coaching frameworks out there, few take into account the inner-workings of the brain as a coaching conversation is happening. Neuroscience enables us to understand the barriers to change and it allows us to adapt our change initiatives to accommodate the brain's natural responses. During this session we will be exploring concepts such as neuro plasticity, the brain's threat response (also known as "amygdala hijacks"), the importance of sustainable habit formation and ultimately how these concepts can be used to facilitate change/development more efficiently.

### Invited presentation 3: Frances White & Client Guests

Title: Using Team Coaching as Leadership learning to create collaboration across organisation

Ongoing case study and interactive workshop, sharing principles adopted and success achieved using team coaching as an approach to stimulating better quality conversations to generate collaboration and innovation in a large ME business of international engineering org.

# IPCD 2015 Student Stream

## Saturday October 31st 2015

IPCD wishes to engage young people into careers in psychology in the GCC region. As such we welcome students at all levels to attend our event. Following the success of our special student events in 2014; we have again included a focused student event on day 2 of IPCD. This includes special presentations by students and a focus on building careers in psychology.

The sessions in 2015 are:

### 1. Student Keynote:

#### Perception of the Psychology Degree in the Arab States of the Gulf

Presenters:

Shaikha Al Hemeiri, Maha Al Matroushi, and Jacqueline Widmer

Despite a broad range of sub-disciplines, psychology remains by and far the “study of crazy people” in the mind of the general public. This parallel between the field of psychology and the preoccupation with mental illness can be found throughout the world and has resulted in a wide range of stereotypes. We hypothesized that misconceptions about psychology, and the students who major in this field, are likely to be prevalent in the Arab States of the Gulf, as psychology is a relatively new field of study compared to most Western countries.

A survey was sent to psychology students in different Universities offering a psychology major in the Gulf Cooperation Council (GCC) countries. We assessed the level of support that students received from their parents and friends when they chose to major in psychology. We further assessed the nature of the stereotypes and misconceptions that students heard when they chose to major in psychology. We received responses from 48 students studying in various Universities in the GCC region. Results from this survey will be presented. The findings will be discussed with reference to addressing the public skepticism of psychology and improving the image of psychology in the Arab States of the Gulf.

### 2. Featured Speaker on Careers

#### The positive future of psychology in the UAE's policy & service agenda

Speaker:

Dr Sandra Willis

Dr. Willis is a psychologist by profession with over 15 years in academic, government and non-government organizations engaging in teaching, mentoring, research, social policy and community development activities leading to leadership roles that emphasize turnaround strategies with international and local organizations. Dr. Willis received her doctorate and master degrees in Cognitive Psychology with a specialization in intellectual & developmental disabilities and has worked in academia as an Assistant Professor of Psychology at Zayed University (ZU) in the UAE and California State University Fullerton in the USA. In the government sector, she is an Advisor for the Government of Dubai's The Executive Council responsible for the development and oversight of the Dubai (1) Education (KHDA: Early years and Inclusive Education), (2) Social (CDA: Comprehensive service provision for persons with disabilities including early intervention, employment and social protection), and (3) Health Strategies (CDA: screening, diagnostic, early intervention, rehabilitation and mental health services).

### 3. UAEU Student Research Presentations:

#### Schizophrenia from a Biopsychology Perspective

Presenters:

Suhaila Abdullah, Hanneefa Murad and Fatma Abdulsalam

#### Neuropsychology effect of conventional and nonconventional treatment on cancer

Presenters:

Arwa Abdou, Aisha Yaser, Hajer Said and Layla Ali

#### Alzheimer; Prevention, Control and Treatment Neuroscientific view

Presenters:

Elnada Fahmi, Rofeida Benguega, Samar Gariballa and Ayesha Bibi

# Organising Committee



## Nanette Fairley

Nanette has been in the region for over 20 years in various roles in the Occupational Psychology field. Her major interest lies in the identification and development of potential and leadership talent. Post her studies in occupational psychology she completed an MBA and since then has qualified both to use, and train others, on a myriad of diagnostic and developmental tools. She is currently responsible for the delivery of a broad business and clinical psychological service for an international airline.



## Dr Annie Crookes (Heriot Watt University)

Annie currently works as Academic Leader for the School of Life Sciences at Heriot Watt University's Dubai campus. 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

Alia Al Serkal has over 10 years of experience in Applied Psychology, having worked in various organisations related to telecommunication and aviation. Her specialty includes identifying talent in the organisation, setting up talent pool programmes, as well as succession planning. She is a firm believer in utilising psychometric testing and assessment centers to assist in selection and development as well as focusing on Emiratisation. Her interests lie in personality, stress and coping, emotional labour, well-being, work engagement, psychometric testing and norm creation just to name a few. She obtained her PhD in Psychology from the University of Leeds (UK). She is a member of the EPA, APA and a Chartered Member of the BPS.



## Bernadett Burkus

Bernadett has completed her MSc in Social- and Occupational Psychology in Hungary, in University of Pécs, in 2008. During her studies, she has participated in several projects and research mainly in Social Psychology, especially about the effects of Positive Discrimination and the usage of Affirmative Actions. Furthermore, as an intern, she has had chance to taste different sites of Applied Psychology, namely the role of Child Psychologist in Schools and the Child Protection System, and Occupational Psychology in Psychological Testing, and in corporate. Since 2013 she has actively performed works on Human Resources area in order to enhance experiences towards the basic of Occupational Psychology field.

## With special thanks to

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