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faculty of behavioural  
 and social sciences

center of expertise social  
 sciences health and well-  
 being

Centre of Expertise Social Sciences Health and Well-being



## Fall symposium

Date:	10 November 2022
Time:	12:00 – 17.00
Location lunch:	Bruinszaal (Academy building)
Location symposium:	Heymanszaal (Academy building)



**SYMPOSIUM**  
**Healthy Ageing, Health, and Well-Being: Perspectives**  
**from the Behavioural and Social Sciences**

Healthy ageing, health and well-being are focal areas of research at the University of Groningen. At the Faculty of Behavioural and Social Sciences there is considerable expertise on these topics and a lot of potential for fruitful collaborations between researchers and students. The aim of this annual symposium is to bring together researchers, PhD and (research) master students who share an interest in healthy ageing, health and well-being from the perspective of the behavioural and social sciences. The symposium serves to inform each other about ongoing work at the faculty, explore opportunities for future collaborations and joint funding proposals, and contribute to the creation of an active Health and Well-being research community within our Faculty and beyond.

**Format**

The symposium starts with a walk-in lunch from 12:00-12:30 hrs, followed by a keynote by Damiano Uccheddu, postdoctoral researcher from the University of Louvain. Damiano will talk about Gender inequalities in health at older ages: The importance of a longitudinal and comparative life course approach to health. After the keynote researchers from different research groups within the Faculty of Behavioural and Social Sciences will present their ongoing research projects on one of three research themes:

1. Health in social context
2. Healthy Ageing
3. Health interventions and policy development

Presentations will be short (approximately 10-20 min) to allow for a substantial amount of time for discussions.

We are looking forward to welcoming you!

Organizing Committee,

Prof. dr. Susanne Scheibe  
Dr. Gert Stulp  
Lucia Boer



## Programme

### Opening

12.00 – 12.30	Walk-in lunch (Bruinszaal, Academy building)	All participants
12.30 – 12.35	Opening	Susanne Scheibe

### Keynote *Healthy ageing*

	Topic	Presenter
12.35 – 13.15	Gender inequalities in health at older ages: The importance of a longitudinal and comparative life course approach to health.	Damiano Uccheddu
13.15 – 13.30	Short break	

### Session 1 *Health in social context*

13.30 – 13.50	Enhancing life meaning through the experience of awe	Brian Ostafin
13.50 – 14.10	Psychological consequences of low status: A comparative analysis	Toon Kuppens
14.10 – 14.30	The development of adolescents' loneliness during the COVID-19 pandemic: the role of peer status and contacts with friends	Sofie Lorijn
14.30 – 14.50	It comes down to what we do daily: The role of work from home routine for well-being and performance	Tina Armasu
14.50 – 15.10	Break with coffee/tea	

### Session 2 *Health interventions and policy development*

15.10 – 15.30	To improve mental health and well-being in neurodiverse individuals: the interdisciplinary co-creation of an integrative approach	Kirstin Greaves-Lord
15.30 – 15.50	Conflict in Motion	Laura Cuijpers
15.50 – 16.10	Decreasing attentional bias for food cues in satiated women with obesity: a pilot study examining feasibility and acceptability	Nienke Jonker
16.10 – 16.30	Are treatments in children with common mental disorders helpful in the long run? An overview of systematic reviews	Annelieke Roest

### Closure

16.30 – 17.00	Drinks
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## Abstracts

### **Gender inequalities in health at older ages: The importance of a longitudinal and comparative life course approach to health.**

**Damiano Uccheddu**

*Center for Demographic Research (DEMO), University of Louvain (UCLouvain)*

Reducing gender inequalities in health and well-being among older adults is a key priority and challenge of contemporary societies. The asymmetries between men and women in social and economic resources, family relationships, and care responsibilities contribute to widening the gender gaps in physical and mental health throughout the lifespan. This keynote aims at illustrating the importance of adopting a longitudinal and comparative life course perspective to unravel the complex nexus between gender and health in later life. These aspects will be highlighted as areas where public health practice and policy can be improved to support healthy ageing and equal opportunities for both men and women.

For more information: <https://damianouccheddu.com/>

### **Enhancing life meaning through the experience of awe**

**Brian D. Ostafin**

*Psychology Department, Clinical Psychology and Experimental Psychopathology*

The emotion of awe is proposed to involve response to perceptually vast stimuli and has been described as creating a sense of meaning. These studies examined the relation between awe and meaning, using short video clips to elicit awe, humor, or relaxation control. Study 1 showed that although the awe induction elicited more negative affect, it also elicited a greater sense of life meaning and greater endorsement of the Being-Mode values of generativity, harmony with self and others, and unison with nature. Study 2 showed that the awe induction elicited a greater sense of life meaning, a sense of connection to the world, and greater perceptions of pattern in randomness. Study 3 showed that the awe induction elicited life meaning, greater trust in intuition, and ratings of being moved by existential metaphors and that the intuition variable mediated the main effects of awe on both meaning and metaphor.

For more information: <https://myuniversity.rug.nl/infonet/medewerkers/profiles/b.d.ostafin/>



## **Psychological consequences of low status: A comparative analysis**

**Toon Kuppens**, Jochem van Noord, Charvi Arora, Hannes Bey

*Psychology Department, Organizational Psychology*

Belonging to a low-status or minority group can have negative psychological consequences. It is related to lower well-being, and this holds for many groups, such as people with low socio-economic status, ethnic minorities, immigrants, and people not identifying as heterosexual. Moreover, perceptions of discrimination are also higher in low-status groups, and this can be related to lower well-being. The role of perceived discrimination has also been investigated for many different low-status groups. However, there is less comparative research investigating well-being or perceptions of discrimination across low-status groups. We use data from the European Social Survey to investigate this. We find that socioeconomic status is the most important predictor of well-being and that belonging to an ethnic minority is the strongest predictor of perceiving discrimination. Those with lower levels of education stand out in that they have lower well-being but do not perceive being discriminated, indicating a potential internalized stigma.

For more information: <https://sites.google.com/site/toonkuppens/>

## **The Development of Adolescents' Loneliness during the COVID-19 Pandemic: The Role of Peer Status and Contacts with Friends**

**Sofie Lorijn**

*Sociology Department, Sociology, in particular Social Development*

The COVID-19 measures raised societal concerns about increasing adolescent loneliness. This study examined trajectories of adolescent loneliness during the pandemic, and whether trajectories varied across students with different types of peer status and contact with friends. We followed 512 Dutch students ( $M_{age} = 11.26$ ,  $SD = 0.53$ ; 53.1% girls) from before the pandemic (Jan/Feb 2020), over the first lockdown (March-May 2020, measured retrospectively), until the relaxation of measures (Oct/Nov 2020). Latent Growth Curve Analyses (LGCA) showed that average levels of loneliness declined. Multi-group LGCA showed that loneliness declined mostly for students with a victimized or rejected peer status, which suggests that students with a low peer status prior to the lockdown may have found a temporary relief from negative peer experiences at school. Students who kept all-round contact with friends during the lockdown declined in loneliness, whereas students who hardly had contact or who did not (video)call friends did not.

For more information: <https://myuniversity.rug.nl/infonet/medewerkers/profiles/s.j.lorijn/>



### **It Comes Down to What We Do Daily:**

#### **The Role of Work from Home Routine for Well-being and Performance**

*Tina C. Armasu, Anita C. Keller, Barbara Wisse, Caroline Knight, Sharon Parker*  
*Psychology department, Organizational Psychology*

During the COVID-19 pandemic, employees started working from home and had to form new routines (i.e., automatic sets of consecutive actions). We argue that routines help individuals engage in self-regulation to deal with lockdown-related changes and benefit work outcomes. In this longitudinal panel study, we examined the self-regulatory functions of work routines and their effects on performance (i.e., task proficiency) and well-being (i.e., emotional exhaustion), among employees working from home. Data from 182 German employees was collected between January 2021 and June 2021 to capture effects prior and after the lockdown ended. Results from latent growth curve analyses show that routines were disrupted when lockdown measures were relaxed, and this disruption was accompanied by increased planning. Further, routines had a significant positive effect on performance but no effect on well-being. Our study highlights the role of routines as functional behaviors for employee self-regulation and work outcomes when working from home.

For more information: <https://myuniversity.rug.nl/infonet/medewerkers/profiles/i.c.armasu/>

### **To improve mental health and well-being in neurodiverse individuals: the interdisciplinary co-creation of an integrative approach**

*Kirstin Greaves-Lord, Inge van Balkom, Sigrid Piening, Brian Ostafin, Maaïke Nauta and collaborators*  
*Psychology department, Clinical Psychology and Experimental Psychopathology*

People with neurodevelopmental disorders often prefer to be referred to as neurodiverse/neurodivergent after receiving proper psycho-education on the neuropsychology of their condition. For these people, the term neurodiversity relieves stigma and better describes the underlying biopsychosocial mechanisms that underlie their mental health problems. Therefore, adequate psycho-education is often a first step in decreasing mental health issues and increasing their well-being. However, research indicates that such psycho-education should be provided in tailor-made style that matches with information processing style of the individual. Moreover, neurodivergent people themselves indicate that educating them is just solving one part of the puzzle, but to have a sustainable impact, it is important to a) involve their relatives/partners in psycho-education, b) train professionals to properly coach them in applying what they learned, and c) provide public education to their community members to facilitate inclusion. Based on these suggestions, the current project will co-create an integrative approach in order to improve interdisciplinary collaboration in the joint efforts of improving mental health and well-being of neurodiverse people in their social context.

For more information: [K.Greaves-Lord@rug.nl](mailto:K.Greaves-Lord@rug.nl)



## **Conflict in Motion**

**Laura S. Cuijpers**

*Psychology department, Developmental Psychology*

Violence against women is a major public health problem and human rights violation: one in three women (30%) experiences physical or sexual violence in their life time. Victims often experience a 'freeze' response: their possibilities to act, or affordances, disappear and with that their sense of agency. Experiencing such helplessness can have serious and long-lasting effects, such as PTSD and depression. In the research project *Conflict in motion* I investigate the relation between agency, possibilities for action (affordances) and movement coordination in physical conflict. How do you experience agency when your possibilities for action are dependent on the coordination with another? And how can you prepare for a threatening interaction that requires improvisation? I investigate this in embodied, naturalistic experiments, for which parts of the Women's self defense course I developed are used as experimental tasks.

For more information: [www.drlauracuijpers.com](http://www.drlauracuijpers.com)

## **Decreasing attentional bias for food cues in satiated women with obesity: a pilot study examining feasibility and acceptability**

**Nienke C. Jonker, Renske W. de Jong & Peter J. de Jong**

*Psychology department, Clinical Psychology and Experimental Psychopathology*

Although many of us tend to have an attentional bias for food cues when we are hungry, women with obesity seem to still have this bias when they have just eaten. This constant temptation even when food is not needed may help explain why it is so difficult to restrict food intake, let alone lose weight. In this pilot study, we examined the feasibility and acceptability of an attentional bias modification training during satiation for women with obesity. Participants were 25 women with obesity and a dieting intention. During a pre-test attentional bias was assessed while participants were satiated. Following this, they performed an attentional bias modification training for 10 minutes every day for three weeks. Lastly, during a post-test, again while satiated, attentional bias was re-assessed. Most importantly, participants completed a questionnaire and interview about the feasibility and acceptability of the training. Preliminary findings show that the participants evaluated the training as acceptable and feasible. For example, 92% of the training sessions were completed and 94% of those in a satiated state. Furthermore, participants rated the acceptability of the training between neutral and slightly positive. The impact on attentional bias to food cues and food craving will be presented as well.

For more information: <https://myuniversity.rug.nl/infonet/medewerkers/profiles/n.c.jonker/>



## **Are treatments in children with common mental disorders helpful in the long run? An overview of systematic reviews**

**Roest AM<sup>1,2</sup>, de Vries YA<sup>1,2</sup>, Wienen AW<sup>3</sup>, de Jonge P<sup>1,2</sup>**

*<sup>1</sup>Psychology department, Developmental Psychology*

*<sup>2</sup>Department of Psychiatry, Interdisciplinary Center Psychopathology and Emotion Regulation (ICPE), University Medical Center Groningen (UMCG), University of Groningen*

*<sup>3</sup>Windesheim University of Applied Sciences, Zwolle, Netherlands*

Research theme: health interventions and policy development.

Mental disorders may have severe consequences for individuals across their entire lifespan, especially when they start in childhood. Effective treatments (both psychosocial and pharmacological) exist for the short-term treatment of common mental disorders in young people. These could, at least theoretically, prevent future problems, including recurrence of the disorder, development of comorbidity, or problems in functioning. However, little is known about the actual effects of these treatments in the long run. In the current overview of systematic reviews, we considered the available evidence for the long-term (i.e.  $\geq 2$  years) effectiveness and safety of treatments for ADHD, behavior disorders, and anxiety and depressive disorders for children between 6 and 12 years old. After providing an overview of the literature, we reflect on two key issues, namely: methodological difficulties in establishing long-term treatment effects, and the risk-benefit ratio of treatments for common childhood mental disorders. In addition, we discuss implications for policy.

For more information: <https://myuniversity.rug.nl/infonet/medewerkers/profiles/a.m.roest/>