



Regional Assessment and Resource Centre
Queen's University
Presents:

Practicing Psychology in Educational Contexts

Featuring a half-day session on Emotional Intelligence by
Dr. James Parker, Trent University

Wednesday November 29, 2006
9:00-4:00
(Accommodation available at Nottawasaga Inn on Tuesday
November 28)

Nottawasaga Inn
Alliston, ON

Agenda

Tuesday Evening Arrival: Registration, Beverages and Snacks
Hospitality Suite (Room TBA)

Wednesday:

- 7:30-8:30 Breakfast
- 8:30-9:00 Registration, Welcome and Introductions
- 9:00-12:00 Emotional Intelligence: Exploring the Educational Implications
Dr. James Parker and Laura Wood
(See attached description)
- 12:00-1:00 Lunch
- 1:00-2:30 Faking ADHD & other disorders
Dr. Allyson G. Harrison
- 2:30-2:45 Break
- 2:45-4:00 Case Conference: Discussing Difficult Cases (Please bring
questions and case information with you).
- Cost: Accommodations, Meals and Conference: \$175/ person
- Note: MAT Service Providers fees are covered + each member
will receive a \$25 Transportation bursary (with receipt).**

For more information e-mail Marie McCarron @ mccarrom@post.queensu.ca
Tel: (613) 533-6000 ext. 75204

Accommodation Information and Directions:

www.nottawasagaresort.com

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Emotional Intelligence: Exploring the Educational Implications

James D. A. Parker, Ph.D.
Trent University

Summary: The concept of emotional intelligence (EI) has captured considerable public interest due to its popularisation in several recent books and articles in the lay press. In the scientific literature, however, the construct was elaborated over a decade ago in the work of several theorists, and there are precursors to these theoretical developments that extend back many decades. The relationship between EI and education is attracting growing interest. This presentation explores the implications of EI in diverse educational contexts. The presentation will describe several of the more influential models of EI in the psychological literature. Since the development of these models has occurred in parallel with the development of several different EI measures (using diverse test-taking strategies), this presentation will also explore some of the challenges of developing relevant reliable and valid measures. An important focus of the presentation will be to summarize some of the recent research that has sought to validate the EI construct, as well as review the most important educational implications of line of research.

Workshop Goals:

1. Participants will learn about the most influential models of emotional intelligence (EI) in the psychological literature.
2. They will also learn about several of the most reliable and valid measures of EI and related constructs.
3. Participants will also learn about recent research exploring the important relationship between EI and success in various educational environments.

Presenter: Dr. James D. A. Parker is the Associate Vice-President for Research at Trent University, as well as the director of the *Emotion and Health Research Laboratory*. He also holds a Canada Research Chair in Emotion and Health at the same institution. Dr. Parker earned his Ph.D. in psychology from York University (Ontario) in 1991, and from 1991 to 1994 was a research fellow in the Department of Psychiatry at the University of Toronto. Dr. Parker has published over 100 articles and chapters, mostly in the areas of emotion and health. Recently, he co-developed the youth version of the BarOn Emotional Quotient Inventory (EQ-i:YV, published in 2000). He is co-author of *Disorders of affect regulation* published by Cambridge University Press and co-editor of the *Handbook of emotional intelligence* published by Jossey-Bass.

Adults Faking ADHD: You must be kidding!

Allyson G. Harrison, Ph.D.
Queen's University, Kingston, ONT

Presently, we are witnessing a dramatic increase in the number of adults coming to specialists complaining of symptoms of attention deficit hyperactivity disorder (ADHD) and wondering if they have this disorder. The same is true at the college and university level. Many of these adults have no prior diagnosis of ADHD, and may not be able to provide any information about childhood behaviour to corroborate lifetime impairment. In such situations, a clinician not only has to differentiate between the symptoms of ADHD and those of other disorders when making a differential diagnosis, but also must be aware of the possibility that the person may be exaggerating or feigning these symptoms for secondary gain. The idea that individuals could be exaggerating or feigning symptoms of ADHD, has only recently become a topic of interest. Existing validity measures (e.g. TOMM, VSVT, CARB, etc) likely do not accurately identify potential malingerers of ADHD, as these tests specifically focus on symptoms unlikely to be associated with this condition. This presentation will review the reasons why malingering of ADHD might occur, discuss evidence which implies that symptom exaggeration in this context happens more frequently than suspected, and review problems with current methods of assessment. The presentation will conclude by discussing the development of a new dissimulation index for inclusion in ADHD assessments.