worked in home help services had the lowest learning climate scores before the intervention improved during the project period. The leaders gained in the social factors but not in their experience of competence. It is argued that the sustainable effects of the intervention are mainly related to the teams and organizational learning processes. In conclusion, to target organizational processes and consider the effects of organizational changes are of vital importance when planning and implementing a learning and development project.

Keywords: *elderly care, organisational changes, organisational learning, education*

What's in a meme? Internal letter transposition, word length and the eye-voice span

HENDRY, L. (University of Southern Queensland), LAX, M. (University of Southern Queensland), STUBBERFIELD, T. (University of Southern Queensland)

To investigate if internal letter transposition (ILT) decreased reading performance and memory output in a rehearsal-free memory task using the eye-voice span (EVS) as the measure. The major source was an internet meme (a rumour, urban legend or concept propagated via email) suggesting that ILT did not affect reading performance, provided the initial and final letters in words remained unchanged. An Interrupted Reading Task (IRT) tested the concept of the original meme. Reading speed, number of words output and output duration were measured by analysing sound files recorded from the IRT. The IRT presented text passages on a computer screen to participants, who immediately began reading them aloud, until a predetermined point at which the experimenter caused the text to disappear from view, replacing it with a random pattern mask, while participants continued reading aloud for as long as they could. Text passages were designed so that the words following the interruption were either mostly long (3 or more syllables) or short (one syllable). Additionally, passages were either presented as unmodified text or as ILT stimuli, where the internal letters were randomised whilst leaving the initial and final letters intact. Word length was manipulated within subjects, and ILT condition between subjects in a mixed ANOVA. Recorded output represents the contents of the EVS, which relates to short term memory capacity. Significant main effects obtained for both the ILT manipulation (ILT worse) and word length (long words worse) on the measures of number of words output and output duration, as well as a significant interaction showing the ILT further reduced output measures when passages contained longer words. A significant difference in reading speed was evident, with ILT passages read much slower than unmodified text. Data and analyses support both the DRC model of reading (Coltheart et al., 2001) and a global account of word recognition (Frankish & Barnes, 2008) as well as reiterating the robust and well-known Word Length Effect (WLE; as noted in Baddeley et al., 1975) – however the IRT is a rehearsal-free task and as such the results do not support rehearsal accounts of the WLE. The content of the original meme is, unsurprisingly, refuted by these data.

Keywords: *internal letter transposition (ILT), reading performance, eye-voice span (EVS), internet meme*

What's it like to be back home?

ALLAN, A. (University of Melbourne)

This study aimed to discern the nature of psychosocial adjustment experienced by medical humanitarian aid workers after returning from deployment overseas on their first humanitarian emergency mission. 28 humanitarian aid medical doctors and nurses completed a Q-Sort on three occasions in the period 0-10 months following their return from an international emergency deployment. The Q-Sort elements comprised 38 biopsychosocial descriptors pertaining to cognitive and emotional functioning; social and vocational activity and personal, health and self-care behaviour. Participants sorted elements according to perceived salience at time of sort (-3 to +3). A total of 79 sorts were factor analyzed. A Varimax rotation of factors revealed 53 out of 79 sorts accounted for by 9 factors. The 9-factor solution catered for 69% of the variance (Eigenvalues >1 and loadings ≥0.42). The results of the Q-Sort revealed qualitatively