



39th Annual
Mid-America Undergraduate
Psychology Research
Conference
(MAUPRC)

Friday, April 24, 2020
Online



[www.mauprc.org/gallery]

Sponsored by the Psychology Departments of

Ball State University
Earlham College
Eastern Illinois University
Franklin College
Thomas More College
University of Southern Indiana

Table of Contents

Clinical/Counseling	3
Cognitive	13
Developmental	20
Gender	25
Health	28
I/O	32
Learning	34
Neuroscience	35
Other	37
Personality	40
Social	45
Sport Psychology	54

Clinical/Counseling

001P

A Program Evaluation of NAMI Ending the Silence 2019 in Indiana.

Allison Anness, Rebekah Sherwood, & Skyla Baird

University of Indianapolis

Sponsored by Dr. Jordan Waldron

Stigma is an important barrier to seeking treatment for mental health issues, and as such, developing quality interventions to reduce mental health stigma is very critical. The National Alliance on Mental Illness created a program for students, families, and other community members called "Ending the Silence" in which they present information about warning signs of mental illness as well as personal accounts of recovery. In 2019, NAMI's Indiana chapter surveyed 588 individuals (majority middle or high school students) about what they thought of the program. In this program evaluation of ETS, we present findings about respondent feedback on the ETS program, including the degree to which participants acquired new knowledge about mental health issues and felt more equipped to respond to the mental health concerns of those around them. Implications and recommendations will be discussed.

002P

College Students' Preferences for Mental Health Resources.

Lauren Barker

Queens University of Charlotte

Sponsored by Dr. Jennifer Samson

College students are a particularly vulnerable population in regard to mental health, due to new experiences happening concurrently (Calloway et al., 2012). To date, there has been limited research on which factors make online and in-person mental health resources appealing to college students. The purpose of this study is to determine which characteristics of these resources are desirable to traditional undergraduate college students. Participants were asked to rank each factor on a Likert scale of importance via survey, and factors such as "a variety of options regarding mental health resources" were included. All factors were reported to be significantly important to participants (all p-values < .001). This study supports previous research recommending that the most effective components of current programs be combined to create a singular program that could be implemented in university settings nationwide (Cadigan et al., 2018; Hunt & Eisenburg, 2010).

001T

Levels of Depression in College Students and Student-Athletes and their Coping Mechanisms.

Rebecca Bond, Barrett Houska, Anna Oliver,
Keyanna Andrews, & Amanda Davis

Westminster College

Sponsored by Dr. Abby Coats

Stressed? Depressed? Anxious? There has been increasing stigma around college seeming almost impossible to get through due to academic load, personal situations, health, and small incomes. On top of that, the presence of depression and anxiety has been increasing in student-athletes due to overloaded schedules and intense practice sessions. Our study determines if this is true. We are observing the individual differences between students and student-athletes who undergo the stressors of higher education, as well as what coping strategies are used between these groups. We hypothesized the best coping strategies to deal with the challenging environment are used by athletes compared to students. We also hypothesized that student-athletes are going to show higher rates of anxiety and depression. Implications for how college students cope will be discussed.

003P

Many Hands Make Light Work: Group Therapy on College Campuses is Effective and Efficient.

Sophia M. Bradley, & Emma J. Trierweiler

Saginaw Valley State University

Sponsored by Dr. Travis Pashak

Demand for university counseling services has grown considerably. Staffing has not always matched this increase, which is reflected in an average patient to counselor ratio of 44:1 in data from 139 colleges (CCMH, 2017). However, many counselors still opt for individual therapy sessions when group therapy could help balance this load. Implementation of group therapy would increase efficiency of practitioner time, and the format itself is effective for common student issues (Douce & Keeling, 2014). In this study, we used data of client satisfaction ratings on a 5-point Likert-type scale, with 5 being the most positive, indicated no significant difference in satisfaction ($M_{\text{individual}} = 4.50$ ($SD = 0.65$), $M_{\text{group}} = 4.51$ ($SD = 0.62$)) or perceived effectiveness ($M_{\text{individual}} = 4.12$ ($SD = 0.86$), $M_{\text{group}} = 4.14$ ($SD = 0.89$)) between individual and group therapy. These results support group therapy as a method to meet increasing demands of student needs from university counseling services.

004P**The Concerns of Younger and Older Adults with Autism Spectrum Disorder.**

Amanda Casto

Bethany College

Sponsored by Dr. Diane Snyder

As the rates of Autism Spectrum Disorder (ASD) continue to grow, it is essential that research addresses the many issues facing adults diagnosed on the spectrum. Many associate ASD with children, but in reality, ASD is a lifelong developmental disorder. While many different treatments and supports are often put in place for children with ASD, adults with ASD are left to access services on their own. Quality of Life (QoL) is a concept that is often used to guide services. For the past several decades, QoL has been used to direct services for those with intellectual disabilities. This study uses the World Health Organization's Quality of Life Questionnaire as a basis for in-depth semi-structured interviews to examine how adults with high functioning autism define their own quality of life. The qualitative methodology of Interpretive Phenomenological Analysis (IPA) will be used to identify themes that emerge from the interviews.

005P**Two Legs or Four: What Relieves Stress More?**

Jordan Cermak, Kendall Hovis, & Bayleigh Walker

Franklin College

Sponsored by Dr. Ryan Rush

Pet therapy has the potential to relieve stress among students (Haggerty & Mueller, 2017). Previous research has focused on the effectiveness of pet therapy programs in either one-on-one experiences (Wheeler & Faulkner, 2015) or group experiences with animal(s) (Moretti et al., 2011); however, research has not directly compared the two. Researchers hypothesized that when presented with a stress-inducing situation (e.g., giving a speech) sharing the experience of physically interacting with an emotional support animal will reduce stress more than interacting with the animal alone or in a virtual reality space. Participants were randomly put in one of three groups: virtual reality with dog, physical interaction with dog in isolation, or physical interaction with dog and confederate. An ANOVA will be used to compare mean heart rates across conditions and t-tests will be used to compare pre- and post-test responses on the Perceived Stress Scale and State Trait Anxiety Inventory.

002T**The Relationship Between Parental Depression and Stress Coping in College-Age Children.**

Nicole D. Chesterson

Anderson University

Sponsored by Dr. Laura Stull

The purpose of the current study was to examine parental depression and stress coping skills in children. Participants (n=115) were students at Anderson University. I hypothesized that college-age children who have a parent/guardian with depression would have higher dysfunctional coping scores and lower positive coping scores than children without a parent/guardian with depression. Participants completed an online survey that included the Brief COPE (Carver, 1997). The survey also asked some questions regarding parent/guardian depression. Results indicated that there was not a significant relationship between parental depression and dysfunctional coping. A significant relationship was found between parental depression and positive coping, with those who did have a parent or guardian with depression reporting lower positive coping scores. These findings are important for health care professionals and families.

003T**The Role of Socioeconomic Status on Mental Health and Stress on Children.**

Nicholas Chu

Case Western Reserve University

Sponsored by Dr. Anastasia Dimitropoulos

Stress is a feeling of emotional tension and the body's reaction to a challenge or demand. This can be affected by one's socioeconomic status, which is broadly defined as the social standing of an individual or group. This comprehensive literature review aims to further examine the relationship between socioeconomic status and stress levels in children from the existing literature. Based on previously conducted studies, one's stress level is inversely correlated with social status. To study this, many factors were taken into account such as stressful life situations, quality of life, mental health problems, genetic makeup of an individual, and housing security. Results from various studies showed that having a lower socioeconomic status does in fact lead to increased stress levels and mental health issues. To further understand this is imperative in the improvement of the health of the community, especially children living in a lower social status.

006P**Socioeconomic Differences in Coping with Home Stressors: A Daily Diary Study of Mindfulness and Anticipatory Coping.**

Morgan D. Cobler & Emily L. Smith

North Carolina State University

Sponsored by Dr. Shevaun Neupert

Socioeconomic status for older and younger adults has implications for availability of resources to utilize anticipatory coping and daily mindfulness. Anticipatory coping is the preparation for a future stressor, and mindfulness is attention to the present. Specifically, stressors in the home are disproportionately affected by the resources available, which is important in studying differences across socioeconomic statuses. 116 older and 107 younger adults participated in an online daily diary study for eight consecutive days. They were asked about baseline demographic information (income, socioeconomic status, age, etc.), and a series of questions to assess daily mindfulness, daily anticipatory coping, and daily stressors in the home. We found that mindfulness and age were negatively associated with anticipatory coping (i.e., outcome fantasy) with respect to home-related stressors, and that there was a synergistic effect of mindfulness, age, and income.

004T**Motivation for Eating and Anxiety in College Students.**

Alexis M. Couto

Coastal Carolina University

Sponsored by Dr. Terry Pettijohn

This study focuses on participant's eating motivation in relation to level of trait anxiety. Participants with low trait anxiety are predicted to choose comfort foods because they like the food or the food helps them feel pleasure. Participants with high trait anxiety are predicted to choose comfort foods to control for affect regulation or for the convenience. Participants with high trait anxiety are predicted to eat comfort foods high in fats and sugars and participants with low trait anxiety are predicted to eat foods closer to their normal diets. Level of trait anxiety was measured using Trait Anxiety Inventory (STAI) and eating motivation using, The Eating Motivation Survey- brief version (TEMS). A demographic questionnaire was used to obtain information about the participant and what comfort food they prefer. T-tests will be conducted for both TEMS and STAI. Pearson's R correlations will be conducted between trait anxiety, motivation for eating, and comfort food choice.

007P**Evaluating Advertisements for Men in Treatment Seeking Attitudes, Intentions, and Behaviors.**

Mason Cundick, Brittany Christiansen, & Rebekah Chino

Utah State University

Sponsored by Dr. Crissa Levin & Dr. Jennifer Grewe

This study examines the relationship between social norm statements in depression public service announcements (D-PSAs) and attitudes, intentions, and behaviors in seeking treatment for depression in men. Previous research suggests that social norm statements are powerful tools of persuasion to influence people to behave as most others behave, or to behave in ways that most people approve (Allcott, 2011; Cialdini, 2003). D-PSAs have used statements like "most people do not seek treatment" to normalize and encourage seeking treatment but may be unintentionally sending a social norms persuasion statement against seeking treatment. We hypothesize that these social norms statements in outreach materials meant to encourage men to seek treatment will function to decrease treatment-seeking variables. Currently we are recruiting participants who are randomized to view one of three social norms statements in a D-PSA through an online survey, and report variables related to treatment-seeking.

008P**The Effects of Sleep on Suicidal and Non-Suicidal Self-Injury Urges in Borderline Personality Disorder Patients.**

Alyssa A. Di Bartolomeo, & Sonya Varma

York University

Sponsored by Dr. Skye Fitzpatrick

Roughly 65-85% of those with Borderline Personality Disorder (BPD) engage in suicidal and non-suicidal self-injury (NSSI). Research suggests that those with BPD experience sleep issues, which increase suicide risk. However, it is unclear which components of sleep influence rises in self-injury. This study examines if sleep problems, time spent in bed (TIB) or total sleep time (TST), predict suicidal and NSSI urges after a stressor. 40 adults with BPD reported their TIB and TST every morning for a week. Participants then self-reported self-injury urges using a visual analog scale from 0 to 100 (i.e., no urge to extreme urge) before and after a stressor. Generalized estimating equations revealed that those with more TST exhibited less increases in suicide urges following the stressor ($B = -.09$, $SE = .04$), $\chi^2(1) = 4.73$, $p = .03$, and those with more TIB reported increases in urges to NSSI following the stressor ($B = .08$, $SE = .04$), $\chi^2(1) = 4.27$, $p = .04$. Implications will be discussed.

009P**The Impact of Toxic Masculinity on The Conformity and Expectations of Manhood for Men of Color.**

Ryan Ellison

Kean University

Sponsored by Dr. Franklin Turner

Toxic masculinity is a term that refers to the cultural norms and adherence of stereotypical masculine male behaviors, which harm society, especially men. This concept brings up the question of what it means to be a man in today's society. Society through toxic masculinity has put unwarranted expectations on young men regarding the demonstration of their manhood. Exposure to toxic masculinity can prevent young men from fulfilling their potential as well as causing unhealthy psychological development (Ramaeker & Petrie, 2019). This research examines how toxic masculinity affects the well-being of young men, particularly young men of color. The combination of qualitative and quantitative methods provided the study with a broader perspective to deliver a more extensive look into the research problem.

010P**The Interaction of Body Talk and Body Dissatisfaction on Disordered Eating Among Adolescent Boys.**

David Farris, Ellen Hart, Aidan Schmitt, Ahmad Zalt, & Clara Nelsen

Eastern Michigan University

Sponsored by Dr. Chong Man Chow

Past research suggests that engagement in negative body talk is related to disordered eating among young men. The current study examined the moderating role of body dissatisfaction in the relationship between negative body talk and disordered eating in adolescent boys. Participants completed self-report questionnaires measuring body weight and height, body dissatisfaction, body talk, and disordered eating. All measures have satisfactory reliability. Results showed that body dissatisfaction and negative body talk interact to predict disordered eating, such that when body dissatisfaction is high, engagement in high levels of body talk is related to greater disordered eating behavior. Furthermore, the results show that for adolescent boys with low body dissatisfaction, body talk is not related to eating behaviors. Future research should continue to address the role of body talk in eating behavior among adolescent boys.

006T**The Way You Perceive Your Body Matters: Interventions Aimed to Reduce Body Dissatisfaction.**

Lucijana Herceg

Mount Royal University

Sponsored by Dr. Mitch Clark

The current study will investigate whether 20 minutes of cognitive dissonance, media literacy, and a mindful body scan can reduce body dissatisfaction. Female undergraduate participants will be randomly assigned to one of the three intervention conditions or to an active control condition. A mixed analysis of variance will be conducted to determine if there is any difference among the intervention types on reducing body dissatisfaction. Furthermore, a multiple regression analysis will be conducted to determine whether mindfulness, positive and negative affect, emotion regulation, and media literacy levels impact body appreciation scores. It is hypothesized that individuals in the three intervention conditions will have reduced body dissatisfaction compared to the control condition. We speculate that individuals with lower levels of mindfulness, positive affect, and emotional regulation will show the largest increase in body appreciation scores.

011P**Meta-Analysis Anxiety and Depression Measures in Online Therapy Treatment.**

Cory Hudnall, Ty Humble, & Seth Wilson

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Online therapy is becoming more and more popular among people who seek a newer modality of mental health treatment or cannot travel to a treatment center. The purpose of this research was to explore the effectiveness of online therapy for treating anxiety and depression. We located ten studies (total sample size $N = 2,133$) from PsycINFO and Google Scholar that reported anxiety and depression measures with pre/post/follow-up online treatment interventions. We coded these articles and recorded the effect size (Cohen's d). The overall weighted average effect size of the set of studies was quite large ($d = 0.77$). For participants 30-35 years old, the weighted average effect size was even larger ($d = 1.48$). On-line therapy's effects are not just short-lived; they were effective even at 1-3 months follow-up ($d = 1.63$). Findings from this study provide insight into the effectiveness of internet-based therapy on people with anxiety and depression.

012P**Stress, Financial Stress, and Extracurricular Participation of First-Generation College Students Compared to Continuing-Generation College Students.**

Quinlin D. Ireland

Lake Superior State University

Sponsored by Dr. Kristina J. Olson-Pupek

First-generation college students (FGCS) are a rising population in academic settings. It is important to address their differences compared to continuing-generation college students (CGCS), so that colleges can provide tools for success. This study examined the relationship between stress, financial stress, and extracurricular participation (EP) to determine whether FGCS experience more stress and financial stress than CGCS, and have less EP. A demographic survey to measure generational status (GS) and EP, along with the Perceived Stress Scale and the Financial Anxiety Scale, was completed. The results revealed that GS did not significantly differ for stress. FGCS had significantly greater financial stress ($p = .033$). Chi-square tests for independence among GS and EP was significant ($p = .037$), but GS and hours of participation was not. Future research should examine these differences and develop approaches to help FGCS improve their ability to thrive in the university setting.

013P**The Stigma of Mental Illness in the South Asian American Community and Ways to Overcome It.**

Jasmeen Kaur

Mount Saint Mary's University

Sponsored by Dr. Julia Tang

This research project investigates the stigma related to mental illness within the South Asian American (SAA) community. It includes a literature review on stigma, mental illness, and cultural competence in the U.S. and South Asia, as well as interviews from practitioners serving SAA communities in California. The literature review was completed through in-depth searches on online psychology databases and journals. The interviews were transcribed and thematically analyzed for overall themes. The research provides an understanding of how mental illness within the SAA community is influenced by stigma. The intricacies of culture, tradition, religion, etc., can complicate the treatment of SAAs. The qualitative analysis provides an outlook on how cultural competency must be prioritized to ensure quality care for clients. The purpose of this project is to prove that the SAA community needs more coverage in research, stronger application of cultural competence, and more community resources.

007T**Effects of a Brief Mindfulness Induction on False Memory Susceptibility.**

Soren Kernan & Talia Benheim

Wellesley College

Sponsored by Dr. Margaret Keane

Mindfulness can be conceptualized as self-regulation of attention and a non-judgmental orientation to experience. The practice has been shown to have a number of positive benefits, such as improved attention, working memory, emotion, executive function, and metacognition. Research suggests that a brief mindfulness induction after encoding reduces susceptibility to false memories. However, mindfulness manipulations in past studies may have been confounded by factors such as rehearsal time, working memory, stress, and mood. We sought to replicate past findings using different mindfulness and control conditions and eliminating several confounding variables. Participants ($N=38$) underwent either a mindfulness or control exercise. The manipulation appeared to have been successful. Although the mindfulness condition showed lower false memory rates, consistent with past research, our findings did not reach significance. Future research should confirm this result with a larger sample size.

014P**How Does Anxiety and ADHD Impact Academic Motivation and Performance.**

Courtney McDonald (Scott)

Lake Superior State University

Sponsored by Dr. Kesong Hu

Anxiety and ADHD influences college students. When an individual experiences anxiety and ADHD symptoms and are not receiving treatment or do not have the resources one should need to help manage the symptoms they are experiencing, it can make coping with the symptoms more challenging. In the current study, I studied anxiety and ADHD and explored how they impact college student's academic motivation and performance. Participants will take the GAD-7 scale used to measure anxiety, the ASRS-v1.1 used to measure ADHD, and the AMS-C scale to measure academic motivation. It is hypothesized that there is a significant impact on college students' academic motivation and performance when having anxiety and ADHD. It is also hypothesized that there are gender differences on anxiety and ADHD symptoms.

008T**Mental Health Treatment Preference in Veterans with Post-Traumatic Stress Disorder (PTSD) and/or Traumatic Brain Injury (TBI).**

Clare McGaughey, & Sherree Clark-Metcalf

Georgia College & State University

Sponsored by Dr. Stephanie Jett

The current study investigates treatment preference in veterans diagnosed with PTSD and/or traumatic brain injury. Veterans are one of the lowest treatment-seeking populations even though they are one of the highest treatment-needed. This result from personality and cultural factors that create unique barriers for seeking treatment. It is important to understand therapy models that veterans are willing to participate in. Research has investigated barriers to treatment seeking behavior in veteran populations, but little has explored what veterans' treatment preference is. We created a treatment list that included all possible treatments for PTSD or TBI then asked combat veterans to indicate their willingness to participate on a sliding scale of zero (no interest) to five (very interested). The results will be analyzed to determine trends in which treatment types are preferred by veterans as well as looking at any demographic factors that may impact those choices.

015P**Impulsivity in Sexual Trauma Survivors and their use of alcohol and substances.**

Kayla L. McLean

Virginia Commonwealth University

Sponsored by Dr. Jasmin Vassileva

The current study investigates the associations of neurocognitive 'choice' impulsivity (delay discounting) and personality 'trait' impulsivity (UPPS Impulsive Behavior Scale) with alcohol and substance use among female college students reporting history of sexual trauma. Participants included 2476 students enrolled in the Spit for Science study of college student mental health at VCU. Bivariate correlations were used to examine the associations between lifetime use of alcohol and different substances with delay discounting and trait impulsivity among female students reporting history of sexual trauma (N=688).

016P**The Influence of Body Image on Eating Disorders: A Meta-Analysis..**

Caitlin Mehs

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Eating disorders are one of the most lethal psychological disorders. There are many factors that can cause eating disorders. The purpose of this study was to determine the strength of the relationship between eating disorders and body image, more specifically body dissatisfaction. In order to do this, 10 studies (total sample size N = 5,161) were located that reported correlations between eating disorders and body dissatisfaction. These studies were coded, and the effect sizes (correlations) were recorded. The results of the study showed a strong, positive correlation ($r = .42$) between eating disorders and body dissatisfaction. This study provides insight into how a person's self-image can affect their eating patterns, which would be helpful in both the prevention and treatment of eating disorders.

009T**Diagnosis and Internalized Stigma as Predictors of Public Stigma.**

Makayla J. Miller

Anderson University

Sponsored by Dr. Laura Stull

While prior research has examined whether public stigma of mental illness predicts internalized stigma, I examined whether diagnosis and internalized stigma would predict a person's level of public mental health stigma. A sample of 160 college students answered a public stigma questionnaire, were asked if they self-identified as having a mental illness, and then answered an internalized stigma questionnaire if they identified as having a mental illness. Using an independent t-test, I found that those who did not identify as having a mental illness had higher levels of public stigma than those with mental illness. Based on a simple regression, I found that higher levels of internalized stigma predicted higher levels of public stigma. With this information, new and improved anti-stigma campaigns can be developed to, from time of diagnosis, help combat both the stigma we feel within ourselves and the stigma we can perceive from others around us.

017P**The Relationship between Social Media and Self-Esteem.**

Shelby R. Miller, Whitney D. Johnson

Thomas More University

Sponsored by Dr. Lawrence Boehm

Self-esteem ratings have shown sharp declines in young adults due to increased usage of social media apps since 2012 (Twenge, Martin, & Campbell, 2018). Facebook and Instagram, are both social media platforms designed to share life experiences with friends, family, and to connect people from different states and nations. Both seemingly positive inventions to share the joys of life experiences, social media has proved to be one of the major causes of low self-esteem, body dissatisfaction, and eating disorders among women (Perloff, 2014). Participants completed two surveys; the first survey examined the amount of time spent on Facebook, Instagram, and Snapchat; the second survey-Heatherton & Polivy (1991) State Self-Esteem Scale. The completion of the two surveys tested the hypothesis: the greater amount of time spent on social media (in minutes) correlated with a lower self-esteem in women. This was a bivariate correlational study. There were no correlations in support of the hypothesis.

018P**Exploring the Relationship Between Instagram Appearance Anxiety and Related Constructs.**

Stephanie Misko

University of San Diego

Sponsored by Dr. Stephen Pearlberg

Adolescents use social media to connect more than ever, with nearly three quarters of American teenagers utilizing Instagram and making it the most popular photo sharing platform (Roesler, 2018). Sherlock and Wagstaff (2018) reported that the frequency of Instagram use is correlated with depressive symptoms, self-esteem, general and physical appearance anxiety, and body dissatisfaction. The current research aims to more fully explore the connection between users' social anxiety and Instagram use. Specifically, a two-phase program was designed to investigate the relationship between female undergraduates' patterns of Instagram usage and self-reported levels of social appearance anxiety. An exploratory survey was designed to assess how patterns of Instagram usage may affect participants' self-esteem, social anxiety, and social appearance anxiety.

019P**The Comparison of Clinicians' and the General Population's Perceptions of Verbal and Emotional Abuse.**

Nadia Nasri

Siena Heights University

Sponsored by Dr. Jeffrey Lindstrom

This study examined the differences in perception of verbal and emotional abuse between clinicians and the general population in order to assess society's current awareness and understanding of these forms of abuse. Verbal and emotional abuse affect the overall well-being of a person. Verbal and emotional abuse are often underreported and understudied. This may be due to the false idea that these forms of abuse are not as harmful as physical and/or sexual abuse, despite the fact that the effects can be even more damaging. Verbal and emotional abuse are also difficult to detect because of the lack of physical evidence, causing them to have an invisible presence in society. One hundred participants were administered an original thirty-five question survey to test their general knowledge and perceptions of verbal and emotional abuse, such as the behaviors, effects, and attitudes. The results were mixed but generally consistent with the hypotheses.

020P**Childhood Trauma Exposure and its Connection to Attention-Deficit/Hyperactivity Disorder in College Students and Individuals with Substance Use Disorder.**

Gabrielle Pace

Lake Superior State University

Sponsored by Dr. Kristina Olson-Pupek

Struggling to remain attentive, complete or learn new tasks are all signs of Attention-deficit/Hyperactivity Disorder (ADHD), they can also be signs of experienced trauma. This studies focus was to evaluate if Adverse Childhood Experiences (ACE) are connected to increased cognitive symptoms related to ADHD, and differences among individuals with a substance use disorder (SUD) and college students. Participants included 129 students from a rural university and 24 individuals with a SUD, receiving clinical inpatient treatment services. ACE, ADHD and mental health symptoms were all measured with self-report scales. In the overall sample, the main hypothesis was supported with statistically significant positive correlations between ACE scores and hyperactive and inattentive symptoms, and a diagnosis of ADHD. A larger sample size is needed to better assess the differences in those with a SUD. ACE seemed to be a likely factor in those experiencing cognitive symptoms tied to ADHD.

021P**Roles of Personality Traits and Childhood Experiences on Abusive Relationships.**

Crystal Pike, & Stephany Rea

University of Connecticut

Sponsored by Dr. Kim O'Donnell

Different factors may contribute to someone's decision of whether to leave an abusive relationship or not. Women and men aged 25 and older completed surveys on self-esteem, personality traits, and childhood experiences. This study shows that some personality traits correlated with the length of time someone stayed in an abusive relationship. Childhood adversities was correlated with certain personality traits. This study helps support past finding and can help in understanding the major effects of an abusive relationship and how best to help victims.

022P**Does Assisted Animal Therapy (AAT) Have an Effect on the Mental State of Humans?**

Alexis Reisig

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Animals have a connection with humans that often is challenging to measure and quantify. The purpose of this meta-analysis was to answer the question, "Does Assisted Animal Therapy (AAT) have an effect on the mental state of humans?" For this meta-analysis, six studies were collected that measured the effect of AAT on participants. The studies measured three negative outcomes and two positive outcomes: anxiety, depression, stress, social connectedness, and well-being. All of the outcomes showed some kind of positive effect on participants. There was a decrease in anxiety ($d = -0.61$), depression ($d = -0.44$) and stress ($d = -0.16$), as well as an increase in social connection ($d = 0.44$) and well-being ($d = 0.30$). This study provides evidence that interacting with animals in a therapeutic way has a positive effect on humans.

010T**Examining the Impact of Positive Journaling on Burnout Levels in Undergraduate Students.**

Jason Ritchie

Kent State University Geauga

Sponsored by Dr. Julie Evey

The proposed study seeks to investigate the relationship between positive, reflective journaling and levels of burnout amongst college students. Student participants in two First Year Experience classes will take the Maslach Burnout Inventory – General Survey for Students which is designed to measure three constructs of burnout: (1) Exhaustion, (2) Cynicism, and (3) Professional Efficacy (Portoghese, et al., 2018.) One class will adopt the journaling habit and the other class will adopt no habits. After the completion of the semester, both classes will complete the burnout inventory again; scores will be compared to original assessments to determine change in burnout based on the journaling habit. We hypothesize that the introduction of a journaling habit centered around positive reflection will assuage feelings of burnout in students assigned to journal over the course of a semester. Discussion will include the negative relationship between Mindfulness and burnout.

115P**The Effect of Gender on the Stress Levels of Parents of Children Diagnosed with Autism Spectrum Disorder**

Jayde Robinson

Brescia University

Sponsored by Mrs. Vicki Will

Autism spectrum disorder (ASD) is characterized as an incongruous neurodevelopmental condition. ASD presents through social and behavioral impairments such as deficiencies in "attention, cognition, speech, language, affective and social functioning, coupled with behavioral excesses ranging from noncompliance to explosive aggression" (Gresham et al, 1999, p. 559). Parents of children with ASD are at risk for experiencing higher levels of stress (Baker-Ericzein, Brookman-Frazee & Stahmer, 2005, p. 202). There is evidence that ASD may present itself differently based on the gender of the child (Ratto et al, 2017, p. 1698), which could mean that parents of children with ASD may experience different levels of stress based on the gender of the child. To examine this theory we used the Parenting Stress Index, an eighteen-item self-reported index to compare the stress of parents based on gender.

023P**Effect of Motion-Based Video Game Intervention on Balance.**

Krystiana Scott

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Conditions that limit motor skills can hinder one's ability to live independently. Motion-based video games allow players to improve these skills in what many consider to be a more engaging experience than traditional methods. This study examines the effect of so-called "exergaming" on balance for participants using the meta-analysis method. The 18 studies included were found using EBSCOhost and Google Scholar. Participants represented a wide range of age groups, from children to elders, with a variety of conditions, such as Parkinson's, cerebral palsy, and developmental coordination disorder. Cohen's d was used to determine the effect size, which was large overall ($d = 0.88$). Studies with children as participants had a larger effect size ($d = .98$) than those with adults ($d = .68$). The results suggest that motion-based video game therapy can be an effective intervention for improving balance in many conditions.

011T**Recreational Marijuana Laws: Impact on Drug/Alcohol Use, Attitudes, Motives and Mental Health.**

Ashley Sherlund

Lake Superior State University

Sponsored by Dr. Kristina Olson-Pupek

In November 2018, Michigan passed Proposal 1, legalizing recreational use of marijuana. December 1, 2019, anyone 21 or older could purchase marijuana from a regulated dispensary. Research suggests legalization could impact use of not only marijuana, but alcohol and other drugs. The current research replicates/extends Clow and Mauldin (2019). This study investigated attitudes toward legalization of marijuana (ATLM), personal drug/alcohol use (PDAU), and motives for using marijuana (MUM). The hypotheses tested associations of the following variables: ATLM and marijuana use (MU); ATLM and PDAU; MUM and anxiety/depression; and, MU and anxiety, depression, and pain. Additionally, MU and tobacco, alcohol, and use of other drugs was predicted. Surveys were completed by a sample of college students ($N = 118$). Results indicate significant positive correlations for all relationships except MUM and anxiety; and, MU, anxiety, and depression. Future research should continue based on the findings.

119P**Measurement of Mental Health Stigma and its Relationship with Treatment-seeking Behavior**

Cheyanne K Shotwell, & Kesong Hu

Lake Superior State University

Sponsored by Dr. Kesong Hu

The amount of people that exhibit diagnosis qualifying symptoms hardly matches the amount of people in treatment for mental illness. The purpose of this study is to expose one of the reasons an individual might choose to shy away from treatment: stigma. Each participant is tested on their own personal exposure to stigma, self and public, as well as what attitudes they have towards counseling, masculine traits and desired response rates. 285 participants were surveyed to determine if higher levels of stigma would correlate with negative attitudes towards counseling. It is of great importance to understand how different factors affect individuals in their treatment-seeking behavior. This topic deserves more attention in order to best serve the ever-growing population and our need to help those who need it into treatment.

"

024P**The Relationship between Anxiety and Depressive Symptoms and Substance Misuse (in Terms of Marijuana, Illicit Drugs, Tobacco, and Alcohol) in College Students.**

Devin Singh

Virginia Commonwealth University

Sponsored by Dr. Amy Adkins

The rising prevalence of substance use and mental health concerns in college students is of concern. This study looked at mental health and substance use in a college sample to determine the relationships between substance use and internalizing symptoms. Data was taken from Spit4Science (Dick et al., 2014) and covered anxiety and depressive symptoms and substance use. Separate sum scores for anxiety and depressive symptoms were put together and taken from the SCL-90 (Derogatis & Cleary, 1977). A metavariable substance use group was created based upon use. Separate ANOVA tests were run for anxiety and depressive symptoms, followed by post-hoc Tukey Tests. There was a significant difference in anxiety symptoms [$F(4, 1320) = 3.983, p = 0.015$] and depressive symptoms [$F(4, 1321) = 7.698, p = 0.020$] between the Polysubstance group and Alcohol Only group. The Polysubstance group had higher rates of symptoms, which highlight potential detrimental emotional and behavioral health effects.

025P**News Media Exposure and Stress: The Influence of News Consumption and Political Affiliation on Mood.**

Christopher D. Skinner

Lake Superior State University

Sponsored by Dr. Kristina Olson-Pupek

With increased news consumption on social media, it is important to understand the impact news via traditional and social media platforms have on one's mood and stress levels. The purpose of this study was to investigate how news exposure and political affiliation impact mood. This study examined differences in mood of undergraduate students after exposure to either a traditional news story (n = 51) or a social media news story (n = 50). Mood was assessed using Total Mood Disturbance (TMD), measured with the abbreviated Profile of Mood States scale. The results showed a significant relationship between type of news media and changes in mood. Social media had a greater degree of negative mood change. There was also a significant association between political affiliation and mood found. The results suggest news media and political affiliation exert a negative influence on mood and could increase stress levels.

026P**Differences in Mental Health and Ethnic-Racial Identity between White Gender Variant Students and Gender Variant Students of Color.**

Xuxa Sky Lark, Amy Adkins, Arlenis Santana, Chloe Walker, Diamond Y. Bravo, & Danielle M. Dick

Virginia Commonwealth University

Sponsored by Dr. Chelsea Williams

This current study examined whether there was a difference in mental health and ethnic-racial identity between White gender variant college students and gender variant college students of color. Findings supported our hypothesis that gender variant students of color would have higher depressive and anxiety scores than White gender variant students, but the difference was not statistically significant. Further, gender variant students of color showed higher levels of ethnic-racial identity exploration, resolution, and affirmation compared to White gender variant students. This suggests that gender variant students of color have a more developed ethnic-racial identity as a result of their double minority status compared to White gender variant students. Future studies that explore limitations and gaps in this area will be instrumental to understanding ERI and mental health differences across race in gender variant students.

027P**The Impact of Wakeful Rest on Emotional Empathy: Measuring Short Periods of Wakeful Rest on Empathic Tendencies.**

Emma Smith, Juliana Valentine, & Hannah Blair

Covenant College

Sponsored by Dr. Carole Yue

While there is previous research on the relationship between sleep and corresponding levels of empathetic expression (Guadagni, Burles, Ferrara, & Iaria, 2014) the interaction between wakeful rest (e.g. short period of intentional calmness) and emotional empathy had yet to be addressed. It was hypothesized that wakeful rest would increase empathic responses to a series of short video clips. The study was a between-subjects design and explored whether wakeful rest or minimal brain stimulation would provide a higher response of emotional empathy. Our results failed to support our hypothesis: Independent samples t-tests revealed no differences in self-rated happiness between the wakeful rest group (M = 3.5, SD = 0.837) and the mentally stimulated group (M = 3.212, SD = 0.859) after watching happy videos (p = 0.416). The study may have a greater likelihood of improving internal validity if limitations are overcome (e.g. if participants complete the experiment alone rather than in a group).

028P**Active Shooter Protocols: Perceptions, Preparedness, and Unintended Consequences.**

Veronica Worthington

Winthrop University

Sponsored by Dr. Matthew Hayes

A national concern of active shootings has pushed schools to implement intense drills without considering unintended consequences. There is a lack of empirical research on effects of active shooter drills, with all findings focusing on immediate effects. This study investigated whether training completed in high school impacts current anxiety and preparedness of undergraduates. Participants completed a survey with questions about past and current training, followed by anxiety and preparedness measures. Two hierarchical regression analyses were used to predict anxiety and preparedness. This study expanded previous findings by demonstrating positive long-term effects for high school training. Experiences at the university level additionally impact anxiety and preparedness, seemingly overshadowing high school effects. This may be problematic, because perceived knowledge that leads to higher feelings of preparedness may not translate into appropriate actions in a real-life situation.

029P**Does Instagram have Negative Effects on Men's Psychological Health?**

Danielle Wyse, Julian Wilburn, & Borden Kennedy

Franklin College

Sponsored by Dr. Ryan Rush

Social Comparison on social media may be detrimental to one's self-esteem. Past research examining female participants showed decreased state self-esteem when making upward comparisons (Vogel et al., 2014). Researchers of this study hypothesized that male participants would experience decreased self-esteem when making upward comparisons and making downward comparisons would report increased self-esteem. Participants were given a pre-test examining social comparison habits, positive and negative affect scores, and self-esteem. Then participants were shown 10 photos of either an underweight, average, or overweight male model depending on condition. Lastly, participants finished with a post-test consisting of the same three pre-test scales. Researchers will test the hypotheses using paired sample t-tests and will examine changes in self-esteem for those participants reporting an upward comparison to the model and those reporting a downwards comparison using an independent samples t-test.

Cognitive

012T

Working Memory Performance under High Load and Distraction: Is there a Common Resource for Cognitive Control?

Ranya Alkhayyat, Selena Yue, Megan McFarland, Jessica Alexa, & Alexandru Iordan

University of Michigan

Sponsored by Dr. Patricia Reuter-Lorenz

Working memory (WM) is important for goal-oriented performance, but is susceptible to irrelevant distractions. Our ability to resist distraction may be influenced by available cognitive resources. The goal of this study was to assess how WM load influences the impact of distraction on WM performance. During the first session, participants performed a delayed-response spatial WM task for patterns of circles. Based on each participant's performance at multiple loads, we determined their WM capacity. During the second session, participants performed a similar WM task at three loads: below, at, and above their capacity. For half of the trials, distractors resembling the memoranda occurred during the delay interval. Results showed that distraction impacted WM performance particularly at the highest load. This suggests that WM capacity and cognitive control engaged to cope with distraction tap into a common pool of resources. The study advances our understanding of WM and cognitive control.

030P

Hard Times: Biases as a Function of Embodied Cognition.

Emily Avalos, Emily Fogleman, & Keshon Roman

Catawba College

Sponsored by Dr. Sheila Brownlow

We examined how tactile stimulation influenced judgments of others by having participants touch hard or soft items and then make evaluations of an accused criminal depicted in a police report. Participants who touched soft items (in comparison to hard items) were more likely to see the accused in a "harsher" light, ascribing criminality to him. Results are discussed in terms of salience of the haptic manipulation and the use of explicit, rather than implicit, measures of bias.

031P

Remembering Information Presented in Tweets.

Chelsey Arvin, Jaycie Blanford, Victoria Martinkovic, & Joshua Stewart

Franklin College

Sponsored by Dr. Ryan Rush

Conformity unconsciously influences daily interactions. Research has shown that people naturally mimic other's writing styles (Ireland & Pennebaker, 2010) and conform by using wrong verb tenses in conversations (Beckner et al., 2016). Religious affiliation, political beliefs and social proximity can also influence the extent to which one conforms (Granberg, 1991; Jones et al., 2018; Dimant, 2019). Researchers hypothesized that individuals would be more likely to conform to a twitter user's use of antisocial language (profanity) when they felt closer in social proximity, or how close people are in terms of beliefs and interests, to the user's view on abortion. Participants first completed mood, religion, and political belief scales. Next, participants rated degrees of agreement and reflected on 20 tweets with a pro-choice stance on abortion. Lastly, participants wrote their own tweets for assessment of conformity to antisocial language. Data was analyzed using regression and t-tests.

013T

The Effects of Video vs. In-Person Communication on Group Problem Solving.

Taylor Brooks

Anderson University

Sponsored by Dr. Laura Stull

This experiment focuses on the differences in problem solving and social presence when comparing video vs. in-person groups. The current experiment recruited 20 undergraduate students. Participants were randomly assigned to groups of two and given ten minutes to complete an analytical reasoning problem via video or in-person. Afterward, groups did a different problem. After each problem individuals filled out a Medium of Social Presence Questionnaire (MSP) (Tan et al., 2012). I hypothesized problem solving ability would be greater in-person. Results from my experiment indicated problem solving ability was not significantly different in either group. My second hypothesis stated that social presence would be greater in the in-person condition and results were consistent with this hypothesis. Further research in other settings is needed to better understand the differences between video and in-person communication in groups.

032P**A Study of Psychological Misconceptions and the Dunning-Kruger Effect.**

Jessica Burgess, Janice Snow, & Alison Buckner

Utah State University

Sponsored by Dr. Crissa Levin

Psychological misconceptions are “beliefs that are held contrary to known evidence” (Taylor & Kowalski, 2004, p. 15). The Dunning-Kruger effect is when confidence in knowledge is higher than would be appropriate for competence related to the material (Kruger & Dunning, 1999). Past studies of psychological misconceptions have used confidence ratings to account for guessing (Bensley et al., 2014; Taylor & Kowalski, 2004), however no consideration has been given to what these confidence ratings might mean in the context of the Dunning-Kruger effect for such prevalent myths. We administered an online survey containing a forced-choice option between 40 psychological misconceptions and the alternative true psychological concepts. Participants (n=185) rated the confidence in their answer on a 6-point scale. We found that participants of all accuracy levels were similar in confidence levels, meaning that people who were least correct were just as confident as those who were most correct.

014T**Coping with Future Arguments and Memory Failures.**

Kathryn A. Butler, & Emily L. Smith

North Carolina State University

Sponsored by Dr. Shevaun Neupert

Anticipatory coping is a set of four coping methods that aim to reduce the impact of future stressors, and is a critical concept for understanding well-being. Previous research has identified that arguments are strong predictors of memory failures, so this study aimed to identify how anticipatory coping (about an argument) today affects memory failures tomorrow, and to determine how proactive coping might moderate this relationship. Data from an online daily diary study with 105 younger (18-36) and 116 older (60-90) adults revealed that when those who are low in proactive coping engage in plan rehearsal today, they experience an increase in memory failures tomorrow. However, when those high in proactive coping engage in plan rehearsal today, they experience a decrease in memory failures tomorrow. These results reveal how proactive coping could be a useful tool in producing productive outcomes of anticipatory coping.

033P**The Testing Effect and Learning Styles.**

Lucas Castelli, & Brianna McAloon

North Central College

Sponsored by Dr. Daniel VanHorn

The testing effect refers to the memory benefits provided by repeated testing of materials in comparison to restudying material (Roediger & Karpicke, 2006). However, it is not clear whether the benefits of repeated testing hold across all learning styles. This study explores whether all types of learners can expect to receive the same benefits from repeated testing. Study method (repeated studying or repeated testing) and self-reported learning style (e.g., visual or reading/writing) are the between-subjects independent/grouping variables. The dependent variable is memory performance. This study found that few participants (13%) correctly self-reported their dominant learning modality. This may be because some modalities are more familiar to participants than others. Additionally, the study found no evidence for an interaction between self-reported learning style and the testing effect; however, this may need further research due to the limited sample size.

034P**Problem-Solving in a Digital World: The Relationship Between Media Consumption and Subsequent Collaboration.**

Alexis Cheatham, Morgan Fields, & Savannah Howerton

Franklin College

Sponsored by Dr. Ryan Rush

People perceive TV portrayals of Black people with negative personalities and stereotypical job roles as realistic (Punyanunt-Carter, 2008). Negative portrayals can lead to negative stereotyping (Tan et al., 2010). The current study examined how exposure to the angry Black woman stereotype affected interaction with a Black woman. Researchers hypothesized participants viewing a non-stereotypical video would rate their experience with the Black woman better than those exposed to a stereotypical video. Participants completed a two-part demographics questionnaire and the Ten Item Personality Inventory (TIPI) before viewing a video. Participants were presented with the stereotype in a drama, comedy, or a clip with no stereotype (neutral). Participants interacted with a Black female confederate and evaluated her on helpfulness and friendliness, and then completed a Subtle/Blatant Prejudice Scale as Modified for Racism. Analysis involved ANOVA, correlations, and regression analysis.

015T**Semantic Priming Effects in Music and Word Association Tasks.**

Blake Cooke, Lisa Colling, & Owen Young

Huntington University

Sponsored by Dr. Becky Benjamin

The current study will examine the impact that different conditions of rap music will have on participant response times when completing a word search puzzle. Semantic priming levels are thought to be shown through participant response times. The hypothesis is that participants who listen to rap music with lyrics will have faster response times than participants who listen to rap music without lyrics or participants who do not listen to any music. Response times and semantic priming levels are thought to be influenced by the relatedness of the lyrics of the rap song and the words of the puzzle. Future researchers might study samples from small, private, liberal arts universities with male and female populations.

035P**Use of Cognitive Processes in Language According to Affective Prime.**

Emily Fogleman, & Sophie Hirsch

Catawba College

Sponsored by Dr. Sheila Brownlow

We examined language complexity in content and style after participants were prompted to think positively or negatively about themselves. Prompt, but not sex of participant, influenced causation, discrepancy, and insight in language. Results showed more explanations (i.e., "because") and self-reflection after positive writing, but more "should or maybe" language after negative self-referencing, likely to signal counterfactual thinking.

036P**The Effect of Music Preference on a Muscle Endurance Test.**

Sarah Gomez, Sydney Andrews, Marcialo Arredondo, & Tami Holguin

Texas A&M University Kingsville

Sponsored by Dr. Amber Shipherd

Current literature suggests music can serve a motivational function during exercise (Barney et al., 2012). Research has found higher tempo music is more beneficial for exercise, but participant preference can moderate the music and exercise performance relationship. Thus, the purpose of this study was to examine the effect of preferred and non-preferred music genres on a muscular endurance test. Six healthy college student-athletes participated in this study. Participants completed a music genre ranking task and then the ACSM muscular endurance push-up test on two different days while listening to music over 120 BPM from their most or least preferred music genres. A paired-samples t-test was conducted to compare the number of push-ups performed when listening to preferred and non-preferred music. No significant difference was found between conditions ($t(5) = .206, p = .845, d = .126$). While further research in this area is necessary, implications for health professionals are discussed.

037P**Birds of a Feather Shock Together: A Quantitative Content Analysis of Haunted House Photographs..**

Nicholas Gresham, Haley Schields, Stephanie Betancourt, & Yvonne Dirian

Park University

Sponsored by Dr. Andrew Johnson & Dr. Pooya Naderi

Fear-based entertainment is a popular and immersive cultural experience, yet psychological profiles of this experience remain limited. A novel and empirical approach is to analyze the reactions and characteristics of individuals and groups in settings that induce fear and shock. In this study, we coded and analyzed 510 digital photographs (consisting of 1,660 individual cases) captured at the Nightmares Fear Factory—a haunted house in Niagara Falls, Canada. Results show a discrete age, gender, and group profile of haunted house visitors: women, 13-25 years, with high appearance conformity in a group size of four. Compared with the conventional fear-response categories (Fight and Flight), these results support the nascent conceptual category, Fright, as a dominant emotional response. This research indicates a distinct demographic and psychographic profile of individuals that seek emotional arousal in secure social settings, and the role of scare-bonding in interpersonal relationships.

038P**Does Memory Favor the Bold? Examining the Effects of Perceptual Fluency Via Bold Font on Memory Encoding.**

Ethan Gualano, & Sam Shoup

Covenant College

Sponsored by Dr. Carole Yue

Our study was on the relation of the manipulation of perceptual fluency and memory. 36 participants were randomly assigned to read a scientific text in one of three conditions (12 participants per group): (a) no bolded words within the text, (b) bolded important words within the text, or (c) bolded nonimportant words within the text. They had 5 minutes to read the text, 5 minutes to watch a non-related video as a distractor task, and then took a 12-question test to recall the important items. We predicted that the group with bolded words would perform the best on the recall test. There was a significant difference found in favor of the "important bold terms" group when just examining the 7 questions on key terms in the text, $F(2, 33) = 3.377$, $MSE = 1397.028$, $p = .046$, partial eta squared = .170. This suggests that highlighting some words in bold does slightly improve memory encoding and recall of the meaning of those words later on.

016T**Decision-Making Under Cognitive Load: The Role of Working Memory in Dual-Process Theory.**

Lydia Guo, & Shreya Huilgol

Wellesley College

Sponsored by Dr. Margaret Keane

We make thousands of decisions every day. According to the dual process theory, there are two systems of decision making: one that is quick, automatic, and heuristic based, and another that is slow, deliberate, and analytic. Decision-making can be influenced by working memory, a mental workspace that temporarily holds information. The dual process theory postulates that deliberate thinking is highly influenced by working memory, whereas fast, heuristic-based thinking is not. Our study investigated if heuristic and deliberate thinking depend on working memory. Undergraduate participants completed a heuristic decision-making task under both a high and low working memory load condition. Contrary to the dual-process theory, our results demonstrated that both heuristic and deliberate thinking depend on working memory but in different ways. These findings contribute to the ongoing dialogue about the relationship between working memory and decision-making.

039P**The Effects of Musical Complexity on Verbal Memory Encoding Proficiency.**

Rebekah Hardy, & Heather Bloeser

Ursuline College

Sponsored by Dr. Christopher Edmonds

College-aged students participated in an experiment on musical complexity and verbal memory encoding proficiency. Researchers wished to determine whether the number of instruments included in a song that played during a word memorization task would affect recall of those same words. Subjects listened to three sound files for three minutes each. These files featured one instrument, three instruments, and no instruments/white noise. While each sound file played, subjects attempted to memorize a list of thirty words, with a different list for each sound file played. Once each file stopped, subjects were then given ninety seconds to write down all of the words they remembered. The number of words recalled was then recorded so that researchers could discern whether there were any recall effects. Data collection is continuing at this time.

040P**Are People Aware of the Benefits of Incubation for Creative Problem-Solving?**

Alexander G. Knopps

Kent State University Geauga

Sponsored by Dr. Michelle Rivers

When trying to solve creative problems, it often helps to take a break (or "incubation period"), particularly if one is feeling "stuck" (e.g., Smith & Blankenship, 1991). But are people aware of the benefits of incubation for creative problem-solving? To address this question, 40 undergraduates from Kent State University read about a hypothetical experiment in which people attempted to solve problems. Participants were told that one group received a short break in between problem-solving attempts, whereas another group worked continuously on the problems. On average, participants predicted that both groups would solve the same number of problems. Results suggest that participants were not aware of the benefits of incubation. Future research will investigate participants' predictions of creative problem-solving performance in an experimental setting.

017T**The Effect of Student Interest and Improvement in Reading Proficiency Using MVRC.**

Elizabeth Kozarik, & Alaekhiya Haq

University of Cincinnati

Sponsored by Dr. Heidi Kloos

Many students across the nation are continually below standards in reading proficiency. To aid in this deficit, online learning programs such as MindPlay Virtual Reading Coach (MVRC) have been implemented. In order to assess which factors correlate with improvement, a survey consisting of written and Likert Scale responses was created to gauge students' thoughts towards MVRC. The survey was administered to 5th through 9th grade classrooms throughout 20 schools in urban Ohio (N = 1226). The goal of this study is to discover correlations in students' reading improvement regarding their interest in MVRC. Slight improvement was shown from students meeting or performing below their academic reading level when they expressed greater interest in MVRC. The lowest improvement was from students approaching their reading level. Lastly, students excelling in their reading level showed the most improvement regardless of interest in MVRC.

041P**The Effects of Video Game Experience on Time-to-Contact Estimates.**Blythe McMillan, Morgan Wooten, Kaitlyn Stewart,
Federico Scholcover, Stephen Cauffman, &
Celia Henderson

North Carolina State University

Sponsored by Dr. Douglas Gillan

When completing everyday tasks, such as driving, we often need to estimate the time at which two objects will collide, which is called a Time-to-Contact (TTC) estimate. Past work identifying individual differences in TTC suggests that video game experience might affect it. The present study examined the relationship between video game experience and performance on a virtual time to contact task. In this task, a ball moved from one side of the screen to the other, and was occluded from vision at a predetermined point prior to contacting the wall. Participants estimated when the ball would make contact with a boundary at the opposite end of the display by pressing the spacebar. Results indicate that those who play video games often are more likely to underestimate TTC, while those who play video games less often were more likely to overestimate. These results suggest that video game experience may predict a lowered crash risk.

018T**Colors of Music: Art and College Students.**

Jenna Mize

Coastal Carolina University

Sponsored by Dr. Terry Pettijohn

College students (N=29) were placed into a happy music group, a sad music group, or a control group. They listened to music and took a PANAS survey. They then painted a picture using three of six colors provided. A second PANAS survey was given. The goal was for music to have an effect on participants' mood and emotions and for those emotions to be present in their painting based on color usage and content of the painting. It was expected that those in the happy music group would paint concrete pictures and with warm colors while the sad music group would paint abstract pictures and with cool colors. There were no significant results in the difference of the PANAS surveys, the color usage, or the content of the paintings. Trends did appear in the happy music group, however, in regards to the colors used in the paintings.

042P**Sex Differences in Non-Visual Spatial Cognition.**Annika Pairitz, Mackenzie Hatheway, Joe Bryant,
Jada Price, Krista Johnson, Katelyn Singer, &
Keldyn Young

Ball State University

Sponsored by Dr. Daniele Nardi

Previous research on sex differences in spatial navigation focused on visual cognition, and have frequently reported a male advantage. Non-visual spatial cognition has not been researched. The purpose of this study was to investigate sex differences in non-visual spatial perception in outdoor terrains. Thirty participants, 17 females and 13 males, were given a place-finding task outdoors, one in a flat area, another in a sloped area. Participants completed 6 trials, 3 in each condition. Participants were expected to locate auditory stimuli while blindfolded and replace the objects where they were previously located, after being disoriented in a spinning chair. Preliminary results confirmed that both sexes performed better in the slanted condition. It was also found that men performed the tasks faster. Earlier research has indicated that men's advantage in spatial skills may be due to more exposure to this type of task or that men experience less anxiety when asked to perform tasks.

043P**Imaginative Capability and Need for Cognition: An Unorthodox Relationship.**

Noah Pelletier

Southern Nazarene University

Sponsored by Dr. Ron Wright

The Post Critical Belief Scale (PCBS) explores different approaches to religious literature and practice. The PCBS has four categories that describe belief: Literal Exclusion, Orthodoxy, Relativism, and Second Naivety. After comparing the literature two hypotheses were proposed: 1) Literal Exclusion and Orthodoxy will be negatively correlated with imaginative capabilities and need for cognition and positively correlated to need for closure and 2) Relativism and Second Naivety will be positively correlated with need for cognition and imaginative capability and negatively correlated with need for closure. These hypotheses were only partially supported. The data is discussed in light of how the religious processing of information, as measured by the PCBS, is related to the need for closure and the need for cognition. Particular effort will be placed on evaluating literal and symbolic interpretations of literature as it relates to orthodoxy and imaginative capability.

044P**The Effects of Amount of Information on Choice and Process Outlooks.**

Bethany Sikkink

Covenant College

Sponsored by Dr. David Washburn

Due to the internet, we have access to a plethora of information that can guide our consumer purchases. The paradox of choice is the idea that more choices can lead to less choice satisfaction. But what about the amount of information that is available for each option? The purpose of this experiment was to examine the effects of amount of information available for each choice on decision-making and choice satisfaction. Correlations between maximization and regret proneness and less emotional stability supported past evidence that proposing that maximization may be detrimental to psychological well being. Though those with more choices found them more difficult, this did not lead to less choice satisfaction. The lack of real life investment in this experiment may have inhibited it from evoking a sense of satisfaction or regret in participants, explaining why our hypotheses were not fully supported.

045P**Effect of Teleological Bias on the Seductive Allure of Neuroscience.**

Maddie Sparks

Covenant College

Sponsored by Dr. Carole Yue

Studies have indicated the existence of the seductive allure of neuroscientific information, meaning that people are more confident in claims which reference neuroscience; this phenomenon could be linked to an innate teleological bias (Weisberg, Taylor, & Hopkins, 2015). Previous research has highlighted the ability of timed conditions to reveal innate biases (Rottman et al., 2017). In the present study, participants (n = 39) read eight descriptions of psychological phenomena and rated their endorsement of each explanation. This study utilized a 2 (explanation type: good, bad) x 2 (teleology: with, without) x 2 (speed: speeded, unspeeded) mixed factorial design to examine how teleological bias may affect the seductive allure of neuroscience. The results indicated that participants preferred explanations with teleology as well as good explanations. Teleological bias may be a key factor behind seductive allure, but more research is needed to confirm this hypothesis.

019T**Judgements of Learning and Recognition Memory of Words: Evaluation of Font Color and Size.**

Paige L. Stockwell

Lake Superior State University

Sponsored by Dr. Kristina Olson-Pupek

Judgements of learning (JOL) are how an individual's belief in their memory ability impacts their memory performance. The current study explored the relationship between color and font size with JOL and memory performance. Red, yellow, green, blue, and black font colors were used, as well as font sizes 48-point and 12-point. Thirty participants were recruited and presented with the stimuli through Labvanced. The following hypotheses were tested: 48-point font, and black and blue font colors, would yield higher JOL ratings during the learning phase of the experiment and have higher rates of recall during the testing phase. Results indicated that font size influences an individual's confidence in remembering a word. Font size had no impact on memory performance, and font color did not affect confidence or performance. Results should be viewed with caution due to experimental limitations that should be addressed in future research.

046P**The Brain Doesn't Lie?: Neuroscience Imaging in Malpractice Trials.**

Kellie E. Wydrinski

Mercer University

Sponsored by Dr. Sara Appleby

Neuroimaging has gained popularity in the legal field, where it can be used as evidence in criminal and civil cases. In this study, participants read a medical malpractice case summary about loss of memory or empathy and statements from the plaintiff, defendant, and an expert. Participants were assigned to one of three conditions of neuroimaging evidence and rated the doctor's liability for the patient's injuries, the most influential evidence, and awarded compensation to the plaintiff.

Hypotheses include a main effect of neuroimaging on ratings of the doctor's liability and compensation awarded and a main effect of patient deficit on compensation awarded. It is anticipated that participants in the neuroimaging condition will report higher liability and compensation compared to participants in the neuroscience expert and clinical expert conditions. Results will provide evidence about the effectiveness of fMRI imaging in courts and offer insights into juror decision-making.

Developmental

047P

Maternal Anxiety and Depression and Attachment Quality.

Joanna Christmas

University of Southern Indiana

Sponsored by Dr. Laurel Standiford

The prevalence rate for anxiety disorders in women is 23.4% and the prevalence rate for depression in women is 10% (NIMH, 2017; CDC, 2019). The current study examines the potential relationship between maternal anxiety and/or depression and attachment quality between mothers and their child under two years old. I hypothesize that there will be a correlation between maternal anxiety and/or depression and attachment quality such that participants with anxiety and/or depression levels in the clinical range will have lower quality attachment to their child than participants who have anxiety and depression levels in the normal range. Data was collected from 67 women with at least one child under two. The results showed significantly lower attachment quality in the group of women who had levels of anxiety and depression in the clinical range than the group of women who had levels of anxiety and depression in the normal range. There were no significant differences between any other groups.

048P

In Control and Happy About it: Implications for Awareness of Aging.

Jindi Gao, & Xianghe Zhu

North Carolina State University

Sponsored by Dr. Shevaun Neupert

Control beliefs are associated with the confidence that one can achieve goals and are associated with better physical, cognitive and mental health outcomes. Awareness of age-related changes (AARC) is the perceived change in one's own functioning as a result of having grown older. We hypothesized that older adults' control beliefs are positively associated with awareness of age-related gains, daily positive affect, and negatively related to age-related losses and daily negative affect. An online daily diary study of 112 adults (aged 60-90) reported on control beliefs and AARC on the first day and then daily positive and negative affect for eight consecutive days. Older adults' control beliefs were positively associated with AARC gains, average daily positive affect and negatively associated with AARC losses and average daily negative affect. These findings may inform interventions to boost older adults' well-being.

049P

Adult Attachment Styles: Role of Socioeconomic Status, Gender, and Childhood Trauma.

Kassidy L. Hadix

Lake Superior State University

Sponsored by Dr. Kristina Olson-Pupek

Three hypotheses were tested: adults raised in similar SES households would have similar attachment styles; attachment style would differ with gender; and, similar attachment styles would be associated with experiencing childhood trauma. Students participated by completing a demographic questionnaire, Adult Attachment Scale, and Adverse Childhood Experiences Questionnaire (ACES). Lower SES participants had higher instances of anxious attachment style and higher SES was significantly related to higher close attachment scores. Childhood trauma and dependent attachment style were significantly negatively correlated. Significant difference for gender was not found. Our study showed a significant relationship between experiencing low SES during childhood and anxious adult attachment style. This implies SES and childhood trauma are important factors in perpetuating a cycle of poverty and broken families. Further research is needed as the well-being of future generations could be affected.

020T

Parental Relationships and Attachment as Predictors of Romantic Competence.

Hannah M. Helton

Anderson University

Sponsored by Dr. Laura Stull

This study examined how parental intimacy, the strength of attachment and gender predicted romantic competence. It was a correlational study and each participant was given the same survey and response options. The participants were college-aged adults (n = 224). Findings revealed that the strength of attachment and parental intimacy together explained a significant amount of variance in romantic competence, however only strength of attachment was a significant individual predictor. The implications of this study show that the relationship a college-aged student has with their parents may be a strong identifier in their own romantic relationships.

050P**How effective is Social Skills Training for Children with Disabilities?**

Lauren Knipp, Brenna Malone, & Kennedi Fields

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

There are many factors that affect children's behaviors, and social skills training is an important one. This research examines the effects of social skills training (SST) for children with disabilities. We did a meta-analysis using 14 research articles from PsychInfo that measured the strength of this relationship. We coded these articles and recorded the effect sizes for the weighted average of all the studies, parent conducted SST, teacher conducted SST, and the effect size of emotional behavior disorders/deviant behavior and SST. The result of this study showed a moderate effect size for the weighted average ($d = 0.38$), a moderate effect size for parent conducted SST ($d = 0.31$), a moderately large effect size for teacher conducted SST ($d = 0.43$), and a moderate effect size for emotional behavior disorders/deviant behavior ($d = 0.35$). These results suggest that SST is an effective strategy for children with disabilities.

051P**Associations between Attachment Styles and Preferred Love Languages.**

Jubileen Kombe & Jayson Nowak

Wittenberg University

Sponsored by Dr. William Davis

Attachment style is a powerful predictor of relationship quality, preferences, and behaviors. Securely attached people tend to enjoy positive self-views and satisfying relationships, anxiously attached people may fear abandonment, and avoidantly attached people may tend to avoid intimacy. This study examined the relationships between attachment style and the Chapman's (1992) five love languages: gift giving, quality time, words of affirmation, acts of service, and physical touch. Love languages have seen great popularity in the general public, but limited psychological research has investigated love languages and how they relate to other psychological constructs. Adult participants were recruited online and completed measures of their attachment style, preferred love languages, and personality traits. Based on previous research, we predict that attachment will be strongly associated with preferences for different love languages. Data collection is ongoing and results will be discussed.

052P**How Poverty Negatively Affects Children.**

Alexandra Nasrallah, Cindy Vasquez, & Jordan Charles

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Poverty creates a multitude of issues in both children and adults that can last a lifetime. The purpose of this research project is to examine the negative effects that poverty has on children. In order to examine these effects, we used data from 23 different studies that correlated poverty's effects on depression, anxiety, stress, cortisol, blood pressure, well-being, and externalizing behaviors (including aggression) among children. The results of this study showed an overall weak correlation between poverty and negative childhood outcomes ($r = .14$). The implications of this study can be useful in further research on the topic and hopefully drive towards developing awareness to create better outcomes for children in poverty.

021T**Imagine You and Me: Imagined Contact's Role in Reducing Bias in Preschoolers.**

Lian Nicholson

Wellesley College

Sponsored by Dr. Tracy Gleason

Despite individuals' efforts, societal messages about race seep into our minds. Research with older children and adults shows that simply imagining a positive interaction with an outgroup member can alter attitudes. This process is called imagined contact; my thesis explored the impact of imagined contact on preschoolers' implicit bias towards Black children. Participants were 28 children, aged 3-to-5 years old from a local day care. In session one, participants completed implicit bias measures to assess their racial stereotypes. In session two, participants were divided into either the control group or experimental group. The experimental group engaged in an imagined contact scenario and both groups once again completed implicit bias measures in order to see the possible effects of imagined contact. Understanding preschoolers' implicit biases can help guide how we talk about race in the classroom and potentially lead to interventions that will foster positive intergroup relationships.

053P**The Socialization of Fantasy and Imagination in Chinese Immigrant Families.**

Louisa S. Oppenheim

Wellesley College

Sponsored by Dr. Stephen Chen

Research supports the positive impact of engaging in fantasy, imagination, and play in childhood. Parents, who are often childrens' first play partners, have their own culturally-bound beliefs and goals surrounding fantasy and imagination. These beliefs reflect how parents socialize their childrens' fantastical beliefs. Few studies have explored sociocultural factors influencing fantasy socialization/orientation, particularly within immigrant families. The current study examines these factors using a socioeconomically diverse sample of 169 Chinese-American children (ages 7-11) from the Boston area. My research explores how social class and acculturation influence how their parents socialize fantasy in these children. I also explore the influence of both parent socialization and child-specific factors (e.g. temperament, having imaginary companions) on childrens' actual fantasy orientations. This study will also discuss implications of studying these constructs in immigrant families.

054P**Childhood Experiences and Its Effect on Abusive Relationship.**

Stephany Rea, & Crystal Pike

Quinnipiac University

Sponsored by Dr. Kim O'Donnell

Abusive relationships can be connected with one's self-esteem and personality traits. Abusive relationships consist of both physical and psychological forms, and are often hidden or excused by the victims (Edwards et. al., 2012). Research found that women who received support were more likely to leave an abusive relationship (Bosch & Bergen, 2006). The present study analyzed the relationship of abusive relationships with support, self-esteem and personality traits. Data was collected through an online survey with a sample of individuals who have experienced abusive relationships. Findings suggest that support received during and after the traumatic experience of an abusive relationship can decrease one's self-esteem. Specific personality traits correlated with self-esteem after the traumatic experience. This study supports previous data and encourages different approaches for future research involving self-esteem.

055P**Gender Differences in the Association of Parental Loss with Young Adults' Attachment Styles, Parental Perception and Self-Esteem.**

Samantha Scola

Lake Superior State University

Sponsored by Dr. H. Russell Searight

The death of a parent during childhood may impact young adults' psychological adjustment and relationship dynamics. However, research on the developmental impact of parental death has not routinely examined family composition. In the current study, 112 young adults from bereaved, divorced, combined divorced/bereaved, and intact families completed measures of self-esteem (Rosenberg Self-Esteem Scale; RSES), perceptions of parenting (Parental Bonding Instrument; PBI) and adult attachment styles (Emotions in Close Relationships-Revised Scale; ECR-R). Self-esteem and adult attachment demonstrated few group differences. However, there were group differences on the PBI which assesses perceived parental care and overprotection. Fathers from bereaved families were rated as demonstrating higher levels of care than fathers in divorced or combined bereaved/divorced families. In light of previous research, the few group differences on self-esteem and adult attachment style are noteworthy.

022T**Risky Behaviors and Academic Achievement in College Students.**

Charles Snyderburn

Kent State University Geauga

Sponsored by Dr. Julie Evey

Some college students (18-22 years of age) participate in self hazardous behaviors. These include drinking, smoking, reckless driving, etc. The question asked here is, whether these behaviors correspond to students' academic performance. Reports in similar studies conclude, high-school students involved in risk-taking behaviors had lower GPAs (Badura et al., 2018). Reckless driving and decreased perceived risk correlated to lower performance in the workplace (DeJoy, 1992). The proposed study will further examine which students participate in and the impact of self-hazardous behaviors. Researching further into risky behaviors corresponding with academic success reveals risk-taking behavior factors/causes and methods reducing these behaviors. This will raise awareness to dangerous actions, therefore creating possible programs mitigating hazardous behaviors.

023T**Maternal Sensitivity from the Child's Perspective: Concordance of Observed Parenting in Infancy and Child Reports of Parenting in Middle Childhood.**

Cassandra R. Stevenson, & Yvonne Bohr

York University

Sponsored by Dr. Yvonne Bohr

Caregiver sensitivity in infancy is predictive of children's mental health. This relationship can be partly attributed to internal working models developed through early interactions (Chorot et al., 2017). This study examines the relationship between observed maternal sensitivity in infancy, and children's mental health and reports of their mother's behaviour at 10 years old. Videos of 18 mother-infant dyads were coded using the Ainsworth Maternal Sensitivity Scale (AMSS; Ainsworth, 1969). At age 10, children completed the Child Report of Parental Behaviour Index (CRPBI; Margolies & Weintraub, 1977), as well as measures of depression and anxiety. A multiple linear regression revealed the AMSS does not significantly predict the CRPBI, however subscales were significantly correlated. Child mental health was significantly correlated with AMSS and CRPBI scores. Results suggest the need for further investigation with larger samples. Implications for mental health clinicians are discussed.

056P**Family Climates' Relationship with College Outcomes with Assertiveness as a Mediator.**

Chessie Stitzel, Hannah Morris, & Daylen Penn

Westminster College

Sponsored by Dr. Mandy Medvin

Assertiveness is a core developmental skill that has been conceptualized as developing within a family systems context. There has been little research on the family interactions that influence assertiveness, as well as its value in enhancing student outcomes. The current research focused on how two aspects of family interactions, cohesion and conflict, influenced both adaptive and aggressive assertiveness, and how assertiveness impacted self-esteem, problem solving, and psychological empowerment. One hundred undergraduate male and female students from a small college in western Pennsylvania completed self-report measures using an electronic survey program. Adaptive assertiveness served as a partial mediating variable between family cohesion and the outcome measures, while interparental conflict and adaptive assertiveness affected the outcome measures independently of one another. Implications of this research for strengthening student skills are discussed.

057P**Math Anxiety in Preterm Born Adolescents.**

Maria E. Viscomi

Case Western Reserve University

Sponsored by Dr. Lee Thompson

This study examined the relationship between math anxiety and math performance in a sample of adolescents who were born either preterm or full-term. Those born prematurely scored significantly lower on 2 of the 3 math achievement tests when compared to the full-term group. The hypothesis that math anxiety mediated this difference in performance was explored. Although math anxiety was negatively correlated with math achievement, the correlation was not significant. The adolescents born prematurely exhibited higher levels of math anxiety compared to the adolescents born full term; but, this difference was not statistically significant. If a link between high math anxiety and low math performance were found, this data could help direct schools and parents to better help the preterm group by targeting the weakness in their academic career. Although the current study failed to support the hypothesis, the results trended in the predicted direction. Future work should include larger samples.

059P**Mediating Role of Self-Esteem Between Adolescent Girls' Attachment Security and Body Dissatisfaction.**

Ahmad Zalt, Aidan Schmitt, & Ellen Hart

Eastern Michigan University

Sponsored by Dr. Chong Man Chow

The current study proposed self-esteem as a mediator in the relationship between insecure attachment and disordered eating and body dissatisfaction among adolescent girls. Participants completed demographic, attachment style, self-esteem, disordered eating, and body dissatisfaction questionnaires. Results were significant for body dissatisfaction, but not disordered eating.

058P**Relating Gender to Self-Efficacy and Independence in Emerging Adults.**

Patsy Zetkulich, & Holly Chalk

McDaniel College

Sponsored by Dr. Holly Chalk

Data from the EAMMI2 collaborative research project was used to examine how self-efficacy might predict independence achievement in emerging adults. This relationship was predicted to be stronger in women compared to men. Levels of independence achievement were not significantly different between genders. Independence achievement was lower in participants who identify as non-binary compared to the other genders. Contrary to hypotheses, the relationship between self-efficacy and independence achievement was stronger for men compared to women.

Gender

060P

Gender Bias in Student Evaluations of Teaching.

Megan Boyce, & Audree Britte

Utah State University

Sponsored by Dr. Crissa Levin

There is mixed evidence regarding the presence of gender bias in student evaluations of teaching (Foote, Harmon, & Mayo, 2003; Morgan et al., 2016). These studies have been limited by how they identify the presence of bias (Centra & Gaubatz, 2000). In classrooms, it is difficult to separate confounding traits of a professor and the whole semester from the professor's gender. The proposed study aims to control confounds while assessing potential gender bias in evaluations of teaching. The proposed study will ask students to evaluate a single lesson of an online course over a single setting. Participants will be randomized to receive the narration voice of a male or female, while the content and visual presentation in the lecture is constant between conditions. They will then be asked to complete evaluations of the lesson. We hypothesize that the female lesson will be evaluated less positively than male lesson.

061P

The Effect of Positive Stimulus on the Gendered Halo Effect.

Jenna Donet, Mckenna Jarrard, Mariel Moore, & Beebe Stroud

Covenant College

Sponsored by Dr. Carole Yue

The Halo Effect is consistently seeing someone in a good light due to unrelated characteristics such as gender or familiarity with the person. Studies show the Halo Effect is present among students when teachers fit into sex-role stereotypes, such as preferring male professors in natural science courses. Our 2x2 within-subjects study tested for this gendered Halo Effect as well as whether personal information would diminish the effect. N=82 students read four excerpts from a physics textbook and either a positive or neutral biography about a professor authoring the excerpts. Participants responded on five article impression and eight author impression scales, and scores were summed. An ANOVA showed no main effect of author gender and no main effect of biography type on impression. There was also no interaction between author gender and biography type. Overall, gender and biography-type were not strong enough manipulations to make any difference on impression about the authors.

024T

Parents' Reports of School Experiences of Transgender and Gender Non-Conforming Children.

Jessica Harbaugh, & Ashley Olortegui

Salisbury University

Sponsored by Dr. Michele Schlehofer

This study explored how parents of TGNC youth (N = 29) perceived their child's school experiences, and their decisions regarding school environment. Parents reported three challenges in schools: their child's appearance and gender expression, pronoun and name choice, and bathroom use. Parents who were more deeply involved in changing school climate were less likely to subsequently transfer their child or homeschool.

062P

Effects of Self-Referencing and Positivity on Effectiveness of Instagram Posts.

Kira Harwood, Christina D'Amelio, & Jenna Linnick

Catawba College

Sponsored by Dr. Sheila Brownlow

We examined whether personal narratives paired with positive/negative messages in Instagram posts produced differential post effectiveness in women. Participants provided their evaluation of a fictitious Instagram post that either included self-referencing or not, and which varied in valence. Positive posts were well-received compared to negative posts, as women saw them as more likely to be influential for themselves and others; self-referencing was not important to evaluations. Results were not a function of baseline self-reported healthiness nor various personality measures. Results suggest that motivation to attend to health-related information in social media may be higher when the message is uplifting.

063P**Who are "Guys," Anyway? An Investigation of Collective Nouns and Gendered Representation.**

Emma O'Brien, Hephzibah Okorie, Dana Yao, Max Feller, & Uyen Pham

Earlham College

Sponsored by Dr. Maggie Thomas

While personal pronouns (she, he) are clear in their gender designation (or lack), collective nouns can be clear (women, men) or ambiguous in their gendered designation (folks, people). This study investigates the gendered cognitive representation collective nouns with a specific focus on if the collective noun "guys" is cognitively masculine. In this initial study, 500+ Mturk workers read one of ten prompts containing a collective noun. Next, participants provided open-ended responses about the referenced group, then answered three single-item measures assessing perceptions of gender, group size, and formality of the term. We hypothesize that collective nouns "men," "women," and "ladies" will be extremely gendered in open- and closed-ended measurements, but that "guys" is gendered as mildly masculine. All other nouns we expect to be gender neutral. All other data collection is exploratory. This research expands our understanding of the cognitive representation of gender in language.

064P**Use of Search Terms about Transgender Children by the General Public Over a 10-Year Period.**

Ashley Olortegui, & Jessica Harbaugh

Salisbury University

Sponsored by Dr. Michele Schlehofer

Google's platform has become exceedingly important in modern-day technology; we are able to find so much information with just the click of a few buttons. This means that, by using Google Trends, we are able to track a term's popularity during a specific time period. People often use Google to learn more about transgender and gender non-conforming children (TGNC). This study analyzed Google search trends to explore changes in the popularity of search terms pertaining to TGNC youth over the last decade. Findings indicate that the use of search terms related to "transgender" and "gender dysphoria" steadily increased over the past decade.

025T**The Effect of Institutional Selectivity on Gender Equity Among University Presidents.**

Carmen Ramos

Mount Saint Mary's University

Sponsored by Dr. Michelle Samuel

According to the glass cliff hypothesis, women are more likely to be hired into positions that are riskier than men. It was hypothesized that women were more likely to be hired as university presidents of more inclusive higher education institutions and men were more likely to be hired by more selective institutions. Selectivity data for American public universities was obtained, and the gender pronoun of each college or university president was obtained from the institution's public website. The sample included 24 female presidents and 115 male presidents; most institutions were more selective (inclusive n=18, selective n=52, more selective n=69). Chi-square test of independence was found to be nonsignificant, chi-squared=2.706, p=.258. This indicated that university president's gender and university's selectivity category are not associated, suggesting women and men are just as likely to be president of an inclusive public university as they are of a more selective public university.

066P**Weather Emergencies and Mental Models: Structural Differences Due to Gender Roles.**

Dylan Smith, & Federico Scholcover

North Carolina State University

Sponsored by Dr. Doug Gillan

Previous research into mental models of weather emergencies has focused solely on biological sex differences, but gender identity can often be more important than biological sex in regards to social behavior. Our study examined differences in mental models of weather emergencies in regards to different gender compliance categories. Mental models were derived using similarity ratings of weather emergency terms, and then sorted into one of eight gender compliance categories. Looking at the similarities between categories, we determined that there are larger differences between biological sexes than between gender compliance categories. There is the possibility that biological sex plays a greater role in mental models of weather emergency than we previously predicted. Our results could also be due to the inventory we used being dated and no longer measuring the construct we expected it to measure.

067P**“Great job!” Differential “Success Talk” about Girls and Boys in Children’s Stories.**

Sierra Thompson

Catawba College

Sponsored by Dr. Sheila Brownlow

Sex-linked ideas about what children are like are communicated to children in many ways (Carter, 2014). For example, we use media, costumes, cards, and even action toys to convey “what boys do” and “what girls do” (Chick, Houser, & Hunter, 2002). Expectations of boys include toughness and strength, whereas girls are assumed to be affectionate and concerned with relationships (Carter, 2014), and even in children’s books designed for all children do kids rarely “cross” roles (Gooden & Gooden, 2001). We examined how language in children’s literature was used to describe children, studying several linguistic dimensions (e.g., affect, social issues, and cognition) with a focus in this study on drives. Specifically, we examined how language regarding affiliation, power, achievement, reward, and risk might differentially reflect tacit or explicit stereotypes about the interests, abilities, and proclivities of boys and girls.

065P**Yes, It's That Common and Yes, It's That Bad: Battling Rape Myths.**

Emma J. Trierweiler, & Sophia M. Bradley

Saginaw Valley State University

Sponsored by Dr. Travis Pashak

Studies show the endorsement of rape myths contributes to misinformation surrounding sexual assault and the perpetuation of rape culture (Edwards et al., 2010). While the statistic that 1 in 5 women experience sexual assault is well-documented, it still faces skepticism. This misperception may in part be a result of the low number of victims who report their assault (e.g., 64% of sexual assault cases went unreported between 2005 and 2010 (Planty et al., 2010)). The influence sexual assault has on survivors can be detrimental, with rape victims making up the largest community of those with posttraumatic stress disorder (Foa & Rothbaum, 1998). Those who have experienced sexual assault are also more likely to experience depression, struggle with substance abuse, and contemplate suicide (RAINN, 2007). For this reason, this study focuses on refuting two common rape myths: 1) sexual assault is not that common and 2) the influence rape has on women is exaggerated (Edwards et al., 2011).

026T**The Impact of Temporary Gender Embodiment on the Accuracy of Personality Judgment: Drag Performance as a Lens.**

Adele E. Weaver

University of Lynchburg

Sponsored by Dr. Virginia Cylke

Accurately perceiving the personalities of others may allow a person to be more successful in social and professional settings. The present study assessed the influence of drag performance on personality judgment accuracy. Due to their heightened interpersonal orientation (propensity to maintain interpersonal relationships) and temporary embodiment of women, drag performers possess the qualities that are associated with more accurate judgments of the personalities of others (Vogt & Colvin, 2003; Chan et al., 2011). Drag performers were recruited throughout the country, while the non-drag population was faculty, staff, and students at the University of Lynchburg. Both groups evaluated the personalities of four Target people in interview-style videos. The accuracy of the two group’s judgments was compared using the Big Five personality assessment. It was found that drag performers did not differ from non-drag performers in terms of personality judgment accuracy.

Health

068P

Childhood Adversity and Cortisol Habituation to Repeated Stress in Adulthood.

Haley Appelman, Andrew Manigault, & Ryan Shorey

Ohio University

Sponsored by Dr. Peggy Zoccola

Childhood adversity is a robust predictor of poor health outcomes in adulthood and hypothalamic-pituitary-adrenocortical (HPA) axis dysfunction may be a key mechanism explaining this association. However, little is known about how childhood adversity may influence adult HPA axis habituation (i.e., decreased cortisol output in response to a repeated stressor). As part of a larger study, 83 adults reported childhood adversity with the Adverse Childhood Experience scale and completed the Trier Social Stress Test on two separate laboratory visits (48 hrs apart). Salivary cortisol was assessed pre-stressor and +25, +35, and +60 mins post-stressor onset during both visits. Results indicate that childhood adversity is associated with diminished HPA axis habituation in females but greater HPA axis habituation in males. These findings suggest that HPA axis habituation to repeated stress may be a pathway through which childhood adversity may affect adult health differentially in men and women.

069P

The Moderating Effect of NTB on Social Support, Stress, and Life Satisfaction.

Jenna Barth, & Grace Renich

McDaniel College

Sponsored by Dr. Holly Chalk

In this study, the moderating effect of Need to Belong (NTB) was examined in relation to Social Support, Perceived Stress, and Life Satisfaction. We hypothesized that NTB would moderate a positive correlation between social support and life satisfaction with high NTB strengthening the relationship. We also theorized that NTB would moderate a negative correlation between social support and stress with high NTB strengthening the relationship. Data was collected through an online multi-campus collaborative project. Participants (N=2016) were asked to complete surveys designated for each variable. Results suggest a significant positive correlation between social support and life satisfaction as well as a significant negative correlation between social support and stress. NTB did not play a moderating role in either correlation. Future research should be conducted to test whether or not NTB is a stable trait or an aspect of personality that can be altered with therapy.

070P

Mediating Variables in the Relationship Between Peer Victimization in Adolescence with Inflammation and Health Outcomes.

Michelle K. Bland, & Ashree Subedi

University of Texas at Arlington

Sponsored by Dr. Lauri Jensen-Campbell

Peer victimization among adolescents has been associated with a variety of negative outcomes, including depression (Santo, Martin-Storey, Recchia, & Bukowski, 2018) and obesity (Adams & Bukowski, 2008). A study we previously conducted showed that peer victimization was associated with inflammatory blood markers and depression symptoms (Arana et al., 2018), and the current study seeks to expand upon these analyses. We hypothesized that both depression symptoms and waist-to-hip ratio (WtHR) mediates the relationship between peer victimization and both self-reported health problems and inflammatory markers. Partial support was found for our hypotheses. The relationship between peer victimization and interleukin-6 was mediated by depression symptoms and WtHR, $b = .02$, $SE = .01$, 95% CI [0.001, 0.04]. The relationship between peer victimization and poorer health outcomes was mediated by depression symptoms only, $b = .07$, $SE = .03$, 95% CI [0.02, 0.13]. Results will be discussed.

071P

Undergraduate Students' Use of Nicotine Products: A Descriptive Examination.

Kalyn Burger, Leah Heck, Madison Uccellini, & Karli Coole

Shippensburg University

Sponsored by Dr. Amber Norwood

General use and behaviors of nicotine products were explored in a sample of 58 undergraduate students. Participants' use of nicotine products in the past 30 days were as follows: nicotine vaping (67.24%), cigarette use (37.5%), other combustible tobacco (16.39%), and non-combustible tobacco products (8.2%). Although it was predicted that individuals would endorse an earlier age of initiation for cigarette use as compared to vaping, the difference was not statistically significant.

072P**Pre-Health Care Professionals' Stigmatizing Attitudes and Beliefs, Perceptions of Blame and Responsibility, and Motivation to Treat Overweight and Obese Patients.**

Kristopher T. Butler

University of Indianapolis
Sponsored by Dr. Erin Fekete

Health providers often place blame on and make negative attributions about patients with overweight and obesity, and this has negative effects for patients. Limited research examines negative attitudes among pre-health professional students and how stigmatizing attitudes vary with patient BMI. We hypothesized that pre-health care professional students' weight stigmatizing attitudes and beliefs, perceptions of blame and responsibility, and motivation to treat would be greater as patient weight increased. 127 pre-health professional students read a vignette about a patient with overweight, obesity, or severe obesity and completed questionnaires. Participants in the severely obese condition reported more negative weight-based attitudes than the overweight and obese conditions. No differences emerged for blame, responsibility, or motivation to treat. Stigmatizing attitudes about weight may develop during education, so earlier intervention should occur.

073P**Correlation Between Sleep and GPA.**

Hannah Geurkink

Eastern Kentucky University
Sponsored by Dr. Richard Osbaldiston

It is commonly known that keeping a balanced sleep schedule helps students perform well in school, and it is common to shorten your sleep schedule in order to complete school work. How do these competing forces balance, or in other words, how does sleep affect academic performance? Using PSYCINFO, 18 studies were gathered presenting the correlation between sleep and academic performance (GPA). The correlations were weighted by their sample size and averaged together, and the weight average correlation for hours of sleep and academic performance were very small ($r = .01$). The effect was moderated by the age of the sample. The stronger effects were found for younger children. This proves that sleep is most important for elementary students and is not as important for college-age students.

074P**The Short-Term Physical Effects of a Multi-Ingredient Pre-Workout Supplement.**

Bethaney Ketola

Siena Heights University
Sponsored by Dr. Milson Luce

Supplements are becoming more popular and often teens are not aware of what makes up these products and their effects. 30 male and female college students were used to assess the physical effects from taking a pre-workout supplement (Beyond Raw LIT) before exercising. They were asked to perform testing on two days to assess vitals, sprint capacity, and vertical jump ability. A supplement or placebo was randomly and blindly given before exercise in the second session. A 1-sample t-test provided 90% confidence that there is a correlation between the use of Beyond Raw LIT and increased sprint ability. There was not a significant distinction between the vertical jump heights in the supplement group ($p=0.384$) compared to the placebo group ($p=0.913$). The consumption of pre-workout did not impact blood pressure or pulse rate. Statistically, this study determined Beyond Raw LIT is more effective in enhancing exercise ability over time through endurance exercises than in strength exercises.

028T**The Effect of Mindfulness and Level of Education on Stress.**

Verena Long

Kent State University Geauga

Sponsored by Dr. Julie Evey

Stress is experienced at the college level and mindfulness may help relieve its strain. Mindfulness may assist students' coping ability during college as suggested in the literature. This mixed method approach will investigate a sample of 48 college students over the course of one semester. The students will be matched by course credits completed and randomly assigned to groups. Mindfulness-based stress reduction (MBSR) and Qi-gong will be counterbalanced and administered to the experimental group in a complete repeated measures design. The control group will conduct business as usual in their classes and home life. The perceived stress scale will measure stress pre and post intervention. The prediction is that mindfulness and level of education will have a significant effect on perceived stress. This talk will discuss the impact on these types of interventions in general and what we expect from this research.

075P**I Can't Wait to Participate: Fear of Missing Out, Impulsivity and Alcohol Use.**

Taylor Mitchell, & Madison King

Auburn University

Sponsored by Dr. Sarah Lust

College students are known for relatively heavy alcohol use (Slutske, et al., 2004). A link has been made between impulsivity and alcohol use (see Coskunpinar et al., 2017), however it is unknown how impulsivity and Fear of Missing Out (FoMO) might interact to impact alcohol consumption (Riordan et al., 2015). Participants were 792 students enrolled in undergraduate psychology courses at a large Southeastern university. Students (76% female, 57% freshmen) completed a confidential online questionnaire. The survey included several measures related to drinking behavior, the FoMO scale, and a measure of impulsivity (UPPS; Lynam, Smith, Whiteside, & Cyders, 2006). FoMO was significantly related to several drinking measures, and several UPPS subscales. Regressions revealed that both FoMO and negative urgency were significant predictors of drinking quantity. Preliminary results suggest that FoMO is indeed an important factor in understanding college student alcohol use behavior.

029T**Graduate School Cope Mechanism.**

Sandra P. Montenegro

University of Central Florida

Sponsored by Dr. Steve Jex

Psychological research has studied the effects of college academic demands on well-being through the moderating role of cope mechanisms. This study provides further inside by focusing on coping mechanisms among graduate students from different fields, including humanities, STEM, and social sciences. Participants were recruited at the University of Central Florida (n=100). They answered an online survey assessing the prevalence of academic stressors, the use of different coping mechanisms, and strain outcomes like somatic symptoms, insomnia, and burnout. Results showed that the qualitative workload is the primary stressor in graduate school. Students reported planning as the most frequently used coping mechanism. Students in the social sciences reported more physical symptoms of stress. Students in humanities reported more difficulties with insomnia and burnout. The results provide an important overview of stress among graduate students, an understudy population on academic well-being.

030T**The Effect of Mindfulness-Based Intervention on College Aged Students Test Anxiety.**

Cameron Mudd

Anderson University

Sponsored by Dr. Laura Stull

The purpose of this experiment was to look at the effects of a Mindfulness-based intervention on college aged students test anxiety. It was hypothesized that college students who participated in a mindfulness-based intervention prior to taking a test will have lower test anxiety than students who did not receive mindfulness-based intervention prior to taking their test. Participants (n = 21) were asked to watch and participate in a video either focused on mindfulness-based interventions, or the control video. After the videos, participants were asked to participate in answering demographic question and the Revised Text Anxiety Scale (Hagtvet & Benson, 1997). Results showed that there was no significant change in test anxiety after the mindfulness-based interventions. However, more research needs to be done on college aged students test anxiety on a larger scale.

076P**Correlating Factors Among Stress, Negative Affect, Positive Affect and Parental Status.**

Gina Nehmer

Metropolitan State University

Sponsored by Dr. Jessica Blaxton

The relationship between stress and negative emotions indicates emotional well-being, with a stronger relationship being particularly detrimental to health outcomes (Lupien, 2015). We explored the relationship between stress and negative affect and examined the role positive affect plays and how the undoing hypothesis, suggesting positive emotions can counterbalance the effect of stress on negative emotions, impacts the relationship between stress and negative emotions. Research indicates the parental role is both stressful and rewarding, suggesting the relationships among stress, positive affect, and negative affect may differ depending on parental status (Mikolajczak, 2007). Participants reported global stress, negative affect, positive affect, and parental role status on a questionnaire. We are currently analyzing the results. The study will have important implications for intervention and preventative care strategies aimed to encourage stress management, particularly among parents.

099P**The Effects of Physical Fatigue with an External Stimulus**

Sierra Tomblin

Brescia University

Sponsored by Dr. Rachel Besing

The effects of fatigue with an external stimulus present will be observed while performing physical exercise. Approximately ten college aged student will jog for 20 minutes on a treadmill while listening to a comedy podcast. Before and after jogging, students heart rate and blood pressure recorded to measure the physical effects of fatigue. It is predicted that the physical effects of fatigue will be lower with the presence of an external stimulus. Implications of the results for athletics and for research will be discussed.

077P**A Meta-Analysis of Age & Job Satisfaction.**

Bailey R. Bird, & Lyndon D. Cornish

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

It is imperative to a business that job satisfaction is maximized so that, in turn, productivity increases. There are many factors that contribute to job satisfaction, one of the suspected factors being age. The present study suspected that as employees age, job satisfaction would decrease due to situational age-related factors such as burnout, age discrimination, and generational differences. We conducted a meta-analysis across 13 studies and calculated the weighted effect size for age and job satisfaction as well as the differences in sex, nationality, and industry. Surprisingly, we found that there was no effect of age on job satisfaction. From this information, we conclude that it is more beneficial for an organization to focus on factors other than age when trying to target ways to improve job satisfaction.

032T**Biracial Identity Management and Evaluators' Discomfort in hiring contexts.**

Caren Colaco, Camellia Bryan, Brent Lyons, & Sabrina Volpone

York University

Sponsored by Dr. Brent Lyons

In the workplace, biracial individuals may make choices about how to disclose their racial identity to overcome evaluators' biases. Some may choose to affirm a racial identity, whereas others may choose to downplay their racial identity. Previous literature has paid scant attention to evaluators' responses to biracial identity management strategies in the context of hiring decisions. This study investigates the role of evaluator racial essentialism on the relationship between biracial identity management and evaluator discomfort towards biracial job applicants. 120 working adults are randomly assigned to observe and evaluate video stimuli of biracial job applicants. Results suggest that evaluators high on racial essentialism are more uncomfortable when biracial applicants downplay a racial identity compared to when they affirm a racial identity. My research offers new perspectives on identity management and has practical implications for biracial job applicants and organizations.

033T**College Student's Perceptions of Tipping and Behavioral Practices.**

Reagan Grossoehme

Coastal Carolina University

Sponsored by Dr. Terry Pettijohn II

The economic incentives involved with tipped employment positions were investigated by comparing server and non-server perceptions of customer tipping and behavioral practices in relation to the customers' perceived socioeconomic status (SES). A self-prepared survey containing questions meant to gauge participant beliefs for the expected tipping practices, table behavior, and SES of three pictured stimuli used to represent low, middle, and high SES, was posted on Sona-Systems, an online research participation system. The data showed few significant results however, there was a trend presented in participant's perceptions of tipping that supported the hypothesis, as the expected tip amount within the server group increased, as SES increased. These findings suggest that further research is needed to determine whether there is a relationship present between server perceptions of customers in relation to the customer's SES.

078P**The Link between Self-Definition and Career Interests.**

Maya N. Gulliford

Eastern Kentucky University

Sponsored by Dr. Jonathan Gore

It is a hard decision to pick the right career for you and everyone at some point in their life is faced with this decision. To understand more about an individual's career choice, this study has chosen to focus on their interests and how they define the self. There are four self-construals that can define the self for someone, independent, interdependent, relational, and physical. They all explain how an individual see themselves when interacting with the outside world. The Holland codes are used in a number of career inventories to help people understand what type of occupations fit them best. This study was conducted online through a survey with 149 participants, who answered questions based on how they understand the self and what interests they have. The results were used to examine the relationship between career interests and how an individual defines the self.

079P**The Relationship Between Rewards and Motivation: A Meta-analysis.**

Raegan Simpson

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

How much do rewards motivate you? My research examined how strongly rewards are related with motivation in the workplace. I searched PsychInfo, Human Resources Abstracts, and Business Source Complete databases for empirical studies that reported the relationship between reward and motivation; six studies were located. Using meta-analytical calculations, the overall weighted correlation was $r = .30$. However, the age of the sample was an important moderator variable. The effect size for samples who were college-aged was $r = .39$, and for samples who were older than 30 was $r = .28$. This shows that younger individuals are more motivated by rewards than older individuals. Organizations would do well to note this effect so that they use different techniques to motivate younger vs. older employees.

034T**Workplace Bullying in the Nursing profession: Dangers and Potential Solutions.**

Julliana Yoon

Case Western Reserve University

Sponsored by Dr. Anastasia Dimitropoulos

One of the most impactful behaviors that negatively affects both health and work experience for employees is workplace bullying. It not only has a significant impact on the victim's physical and mental health, but it can also cause increased employer absenteeism and turnover. Workplace bullying is highly prevalent within the nursing profession. Repercussion of workplace bullying leads affected victims to experience psychological stress, and even cause a detrimental effect to patient relationships, damaging healthcare overall. To combat such a situation, ethical leadership should be placed to not only diminish workplace bullying happening in the first place, but also to help manage the problem after it is identified. Workplace bullying in the nursing profession not only deteriorates mental health of nurses but also negatively affects healthcare organizations and patient care, and in efforts to eliminate such behaviors, strong leadership should be strictly enforced.

Learning

035T

What's in the Box? The Effects of Negation on Misinformation Belief in Children.

Genesis D. Flores

California State Polytechnic University Pomona

Sponsored by Dr. Kevin Autry

Research has shown that attempting to correct misinformation may increase belief when negative corrections are presented to those not given misinformation. The current study's purpose is to test whether the same effect occurs in 3-to-6-year-old children by manipulating exposure to misinformation and negative corrections. Approximately 40 children will watch a presentation in which the contents of eight boxes are discussed by characters. One character will provide misinformation (e.g., there are marbles in the blue box) or no information. Another character will then provide a negative correction (e.g., there are not marbles in the blue box) or no correction. After each box, the child will be asked what they believe is inside. We hypothesize that when children are exposed to misinformation, negative corrections will reduce belief in misinformation relative to no correction; however, when not exposed to misinformation, negative corrections will increase belief relative to no correction.

036T

The Effects of Study Schedules and Sleep on Inductive Learning.

Abigail Kern

Covenant College

Sponsored by Dr. David Washburn

This study's purpose was to examine the potential interaction between study schedule sleep over a period of twelve hours, and used a 2x2 mixed-subjects design. Interim activity condition was manipulated between subjects, and learning method was manipulated within subjects. Participants were equally distributed across conditions and were presented with five exemplar photographs for each of ten butterfly species: five species in blocked, and five in interleaved formats. Following the learning session, participants were instructed to go about their daily routine or follow their sleep schedule. After this rest period, participants took a multiple-choice quiz where they categorized novel exemplars of the butterfly species. A two-way ANOVA revealed that participants in the nocturnal sleep condition scored higher on the quiz than participants in the waking condition, and that the interleaved method produced higher quiz scores than the blocked method.

037T

The Impact of an Agent's Voice on Student Perception and Recall.

Thomas W. Morris, & Hung-Tao M. Chen

Eastern Kentucky University

Sponsored by Dr. Hung-Tao M. Chen

Computer-generated speech is becoming commonplace in everyday life, but few studies have investigated the relationship between an agent's voice and student's perception or recall performance without visual information. The current study investigates the effects of voice when information is presented by either a classic audio engine, modern audio engine, or a human voice on students' perception ratings and recall performance. The findings indicate that voice had a large effect on student perception of the audio agent and a medium effect on student's overall recall performance. Contrary to previous findings, students rated the human voice as a superior pedagogical agent when visual aids were absent. In recall performance, the findings indicate that students performed better on information presented by either the classic or modern audio engine than information presented by the human voice. These findings could have implications in the design of pedagogical materials in distance learning.

038T

Point Following in Shelter Dogs.

MaryRoss Murphy, Christina Cortes, & Kimberly Savagty

Georgia College & State University

Sponsored by Dr. Stephanie E. Jett

The capacity of nonhuman animals to follow human communicative gestures is a heavily studied area within the field of comparative psychology as it gives insight into the evolution of language. Specifically, the ability to follow human-given points has been of particular interest. The domestication hypothesis is the leading, albeit controversial, hypothesis to explain the differences in point-following capacities. We assert that these abilities are not due to evolution alone, as the domestication hypothesis would suggest, but to early socialization and communication with humans throughout each dog's life. Using shelter dogs, we compared three different point/position combinations (20 trials each): Proximal Proximal (PP), Proximal Distal (PD), and Distal Distal (DD). The results indicated that, for the 32 dogs that completed all 20 trials of each point type, there were significant differences between the three point types, with the highest performance on DD and the lowest on PD.

Neuroscience

080P

Gender and Ethnic Differences in Sound Tolerance.

Nicole M. Concepcion, & Rachel E. Wallace

Virginia Commonwealth University

Sponsored by Dr. Scott R. Vrana

Misophonia, hyperacusis, and tinnitus are related to decreased sound tolerance (DST). Misophonia is characterized as strong aversive reactions to specific sounds; hyperacusis is heightened sensitivity to certain sounds. Current research has shown that misophonia symptoms have many commonalities with psychiatric diagnoses and these symptoms result in substantial functional disability and lower quality of life. In the growing literature, there are some questions needed to be answered. The questions answered in this study are: what is the prevalence of the DST conditions? Are there any significant ethnic and gender differences for those who endorse misophonia, hyperacusis or tinnitus? Can these differences be corroborated by current health items, like anxiety? To answer these questions, a large scale survey (n= 1,200) was examined using chi-square and t-test analyses.

081P

The Effects of Cognitive Training on Neurodegenerative Diseases: A Proposed Study.

Mark Dvornak

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Alzheimer's Disease (AD) and other neurodegenerative diseases impact over 5 million Americans and costs over \$290 billion annually. One possible method to restore cognitive functioning is cognitive training. Cognitive training is a broad term and can include activities like brain games, puzzles, meditation, music training, and many more activities. While there have been many studies researching individual forms of cognitive training, none have researched combining two forms of training. This research will study the effects of a combined cognitive training programming that includes 1) music training and 2) exergaming. Exergaming is a new form of training combining aerobic exercise and cognitive training on participants with AD. Other research has found positive effects of these training programs separately; therefore, it is reasonable to conclude that they will have at least a positive, non-interactive effect on cognitive functioning.

082P

The Relationship between Traumatic Brain Injuries and Post-traumatic Stress Disorder in Veterans.

Kendall Hairston, & Stephanie Kinmon

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

Traumatic brain injuries (TBI) are injuries that cause physical damage to the brain tissue. But are there other consequences to a TBI? Does the injury extend beyond just simply damage to the brain tissue? We researched the link between TBI and posttraumatic stress disorder (PTSD) in veterans. We performed a meta-analysis using 10 studies found through PyscINFO. The overall effect size between TBI and PTSD is Cohen's $d = 1.02$, which indicates a very large effect. We found that a veteran who has a traumatic brain injury is 3.45 times more likely to develop PTSD than a veteran who does not have a TBI. This finding provides insight for all military personnel, as well as mental health care providers. Knowing this relationship is so strong, we can begin earlier monitoring and treating symptoms of PTSD in veterans who have TBI.

083P

Scale Development of a Life History Measure for Spatial Ability.

Kaitlyn M. Stewart, & Federico Scholcover

North Carolina State University

Sponsored by Dr. Douglas Gillan

Spatial ability (SA) is the ability to manipulate mental images (Wai, et al., 2009). Better SA improves task performance, such as with driving or playing sports, and is associated with success in STEM fields (Gold et al., 2018). There is also strong evidence for the trainability of SA, with transfer onto other SA tasks (Feng et al., 2007). This study investigates the role of life experiences on individual differences in SA. A life history survey was developed, focusing on SA-related activities (ex: crafts) participants historically engaged in. Participants completed four SA measures, each capturing a different sub-domain of SA (Hodgkiss et al., 2017). Preliminary analysis (K-means and correlational) shows that these life history measures are predictive of SA performance. This suggests that engagement in different activities differentially affects SA development. This will inform future micro-longitudinal work.

084P**Blocking Calcium-Permeable AMPA-Receptors in the Nucleus Accumbens Core Reduces Oxycodone Seeking Following Prolonged Forced Abstinence.**

Alexa Zimbelman, Benjamin Wong, Jacob Greenberg, IxChel Leeuwenburgh, Alya Khan, Max Farson, Jordan Nowlin, Bridget O'Brien, Abigail Quinn, Claire Reveles, & Carlos Santamaria

North Central College

Sponsored by Dr. Michael Stefanik

Cue-induced drug craving gradually intensifies (incubates) over weeks of forced abstinence and is mediated by buildup of calcium permeable-AMPA receptors (CP-AMPA) in the nucleus accumbens (NA). Prescription opioids, like oxycodone (Oxy), play a substantial role in the ongoing opioid crisis. It is unknown if Oxy craving incubates. We hypothesized that Oxy craving incubates like other drugs and is mediated by CP-AMPA. Male Sprague Dawley rats underwent extended-access Oxy self-administration (6hr/d, 10d), followed by forced abstinence. Drug-seeking behavior was tested one (WD1) and 15 days (WD15) following self-administration. Active lever presses (our measure of drug seeking) significantly increased on WD15, indicating that Oxy craving incubates. To determine a mechanism, intracranial microinfusions of NASPM, a CP-AMPA antagonist, were delivered to the NA before WD15 seeking test. NASPM infusions reduced seeking, indicating CP-AMPA play a role in the incubation of Oxy craving.

Other

085P

Hope Across Borders: A Look at How Culture Influences Hope.

Francisco Berrones

Southern Nazarene University

Sponsored by Dr. Scott Drabenstot

Snyder's Hope Theory suggests people achieve goals through finding pathways and having the agency to do so (Snyder, 2002). This study aimed to see how certain aspects within culture affected levels of hope in an individual. Data was collected from several cities in Costa Rica as well as a broad range of people from the United States to see what types of cultural factors exist within the two regions as well as how they influence the perception of hope, including hope and dimensions within collectivism and individualism. Hope was more strongly correlated with individualism and collectivism in the country of Costa Rica than it was in the United States. This data suggests hope is more strongly influenced by interpersonal relationships in Costa Rica than in the United States.

039T

Outward Physical Changes and Reestablishment of Civilian Identity in Veterans.

Jordan Butler

Georgia College & State University

Sponsored by Dr. Stephanie Jett

Military culture fosters a set of behavioral and cognitive patterns that run counter to the civilian world, resulting in impairments in veterans' ability to successfully reintegrate into civilian life. One example is the use of uniformity used to foster unit cohesion. Research has focused on factors impacting reintegration, but no unified definition of "success" exists. Our research aims to begin to operationally define "successful reintegration" and to investigate if outward physical changes made after service (e.g., growing a beard) are indicators of successful reintegration. We predict that making outward changes is related to more successful reintegration. Success will be indicated by lower scores on the PTSD Checklist and Acceptance and Action Questionnaire and higher scores on the Herth Hope Index and the Perceived Personal Meaning Scale. Understanding these factors will help healthcare professionals better serve this population, which is underserved despite their high need.

086P

No Stranger Love: Theological Orientation, Service Practices and Compassionate Love.

Alyssa Carney

Southern Nazarene University

Sponsored by Dr. Anna Harper

Pommier (2011) identifies three important elements of compassion: kindness, common humanity, and mindfulness. Beck (2004) theorized two existentially-grounded theological orientations: security focused and growth focused. It was hypothesized that those who endorse greater congregational service practices would report greater compassionate love for strangers and that theological orientation would moderate the impact of service practices on love for stranger. Sixty-six participants completed the Compassion Scale (Pommier, 2011), Defensive Theology Scale (Beck, 2004) and Religious Practices Scales (adapted for this study). Moderation analysis revealed that although theological orientation was not a statistically significant moderator of the relationship between congregational service practices and compassionate love for stranger, the model is generally consistent with hypotheses. This research can assist congregations in implementing practices that promote character formation.

040T

The Relationship between Unit Support and Post-deployment Social Support in Military Veterans.

Sherree Clark-Metcalf

Georgia College & State University

Sponsored by Dr. Stephanie Jett

The purpose of this study was to investigate the relationship between perceptions of unit support (US) during deployment and post-deployment social support (PDSS) in veterans of the United States Armed Forces. Veterans are one of the highest mental health treatment-need populations, but one of the lowest treatment-seeking populations. Studying barriers to treatment-seeking behavior is of utmost importance to making an impact on the rates of PTSD in veterans. US refers to veterans' perceived relationships with other military personnel during their time of service and PDSS refers to veterans' perceived relationships with their family, friends, and communities once they leave the service. We hypothesized a positive correlation between US and PDSS. Both support elements have been shown to act as protective factors in reintegration into civilian life post-deployment, increasing the probability of the individuals seeking care for any mental health related needs.

087P**How Time Affects the Accuracy and Reliability of Eyewitness Testimonies.**

Anastasia Marsh, Haley Lawrence, & Danielle Anders

Carlow University

Sponsored by Dr. Stephanie Wilsey

The purpose of this study is to see if time influences eyewitness testimony and to further the research in this area. There are countless articles and studies on this topic, some dating back as far as 1908, that supports the researchers' hypothesis. This experiment used a between-subject study design where there were two groups. The control group had no delay between when they watched the video and when they took the questionnaire, while the experimental group had a week-long delay between watching the video and taking the questionnaire. This study found that time does seem to influence eyewitness testimony, as those in the experimental group answered fewer questions correctly. It was concluded that while the findings were significant, due to the small sample size the study was not statistically significant. It is recommended that another study should be conducted, at a larger scale, to make sure nothing was influenced by other confounding variables.

088P**The Effect of New Student Orientation on College Students Success in Campus Life.**

Jessica Miles

Arkansas State University

Sponsored by Dr. Heloisa Cursi-Campos

Thousands of students go through new student orientation every year. It is unknown what factors, if any, from orientation have a lasting effect. The aim of this study is to verify if new student orientation influences university student's social life, involvement in extra curriculars, and confidence navigating the campus. Participants are students registered in the SONA poll from the Department of Psychology and Counseling. They will read and consent before participating. They will receive 0.25 REC credits for completing the survey. It is predicted that new student orientation will have a negative or positive impact on student's ability to integrate into college life, depending on the content that is presented during orientation. The research is still in progress, once data is collected it will be analyzed and ready for presentation before April 18th.

089P**Overconfidence and Inaccurate Judgments in Eyewitness Identification.**

Esther Pruitt

Covenant College

Sponsored by Dr. Carole Yue

In the present study, I propose that an eyewitness's level of confidence plays a crucial role in shaping judgments during the identification process. I tested college students (n=31) on the influence of overconfidence on accurate judgments in a facial recognition task. The independent variable was the condition (overconfident or under confident) and the dependent variables were participants' responses on a facial recognition test ("yes" or "no") and confidence ratings for each response. There was no significant difference in discriminability between conditions, however there was a significant difference in ratings of confidence. Participants in the overconfident condition were significantly more confident when they correctly identified a face than participants in the under confident condition. These findings suggest that subjects are able to accurately identify faces at about the same rate, regardless of their level of confidence in the task.

041T**The Undergraduate Experience of Disappointing Grades.**

Amorita D. Slack

Bemidji State University

Sponsored by Dr. Travis R. Ricks

A large part of the undergraduate experience is their evaluation on the A-F grading scale. It is surprising that more research is not being done on the students' experiences with this scale as it holds much importance to students. This research was designed to investigate the undergraduate experience of those disappointing and failing grades. In the study, a survey of ~80 questions was administered to students asking them how they have experienced disappointing grades. Students were questioned on how the disappointing grade affected them personally, socially, and academically in order to better understand the student experience and to identify factors that contribute to student retention. The study will provide recommendations to the university administration and other stakeholders in order to better serve our students.

090P**Does Distance Education Contribute to Inequity?**

Janice Snow

Utah State University

Sponsored by Dr. Crissa Levin

While the concept of distance education provides the same theoretical promise of potential, online students do not typically receive the same resources as traditional students (such as computer labs, counseling services, etc.). Meaningful interaction with faculty and peers, honors societies, clubs, research and service-learning opportunities, academic and logistical support are not commonly available to online-only students to the same degree as traditional students. These limitations may account for the lower retention rates of online students (Bawa, 2016). Given that distance-only students make up a differential demographic than traditional students, including higher rates of women, and those with families (Seaman et al., 2018), these systematic differences in resources while in school that may support retention, and decrease job opportunities, may be promoting systems of inequalities for those who are seeking educational opportunities. Potential solutions are discussed.

091P**Student Opinions and Knowledge About Title IX Compelled Disclosure Policy and Student-Faculty Relationships.**

Jessica Thompson

Lake Superior State University

Sponsored by Dr. H. Russell Searight

Federal Title IX policy mandates all university employees to report sexual harassment and assault to university authorities even against the victim's wishes. Many universities now interpret Title IX regulations as forbidding all student-faculty romantic relationships. In the current study, 184 students completed two scales: 12 vignettes depicting sexual harassment/assault and variations on student-faculty relationships and a Likert scale measure of attitudes towards these issues. 74.5% of students were familiar with compelled disclosure. Similar to expectations, students with no sexual assault history were less critical of mandated reporting and less likely to indicate that individual privacy was more important than campus safety. Respondents' opinions about the permissibility of faculty-student romantic relationships varied widely. Participants disagreed with a professor initiating a romantic relationship with a student at least five years younger than themselves.

092P**Expectancies of Sexual Assault: Role of Expert Testimony on Inconsistent Victim Emotionality.**

Raha Zolfaghari

York University

Sponsored by Dr. Regina Schuller

Previous research has demonstrated that sexual assault victims who do not conform to societal expectations of "real" rape victims are viewed as less credible. The present study examined the role of expert testimony on two such factors: calm/controlled emotional displays and inconsistent emotionality over time. Undergraduate students were presented with one of eight conditions, manipulating either the victim's emotionality the day after an assault, emotionality at trial, or the presence of expert testimony. Emotional inconsistency was depicted as calm demeanor the day following the assault and upset at trial, or vice versa. These conditions were also tested with the inclusion of expert testimony, aimed at addressing misconceptions regarding rape victim emotionality. Results showed that expert testimony had a significant impact on victim judgements, guilt assessment, and complainant's emotional typicality; no interactions were found. Implications of these findings are discussed.

Personality

093P

How Narcissism & Self-Esteem Explain Attachment Styles.

Megan Brooke Alexander

Eastern Kentucky University

Sponsored by Dr. Jonathan Gore

Narcissism and self-esteem are highly correlated yet distinct constructs, which requires researchers to exercise caution when examining psychological outcomes of the two. One of those outcomes is how people become attached to others, or their attachment style. Past research has shown that narcissism and self-esteem are associated with various attachment styles, but little research has accounted for both in the same study. The purpose of this study was to examine how narcissism and self-esteem predict unique variance in attachment styles. A survey assessing narcissism, self-esteem, and attachment styles was administered online to college students ($n = 322$). The results showed that Insecure attachment styles may be one of the important indicators that distinguish narcissists from people with high self-esteem.

094P

Narcissism and Social Media Usage.

Thomas D. Beckstein

Franklin College

Sponsored by Dr. Jamie Bromley

Recently, many studies have investigated the relationship between social media use and narcissism. Since the development of the NPI (Raskin & Terry, 1988), research has focused on assessing this trait, and interest has risen with the rise of social media. For example, Barry et al.'s (2017) study of selfies showed a positive correlation with narcissism as related to a need for feedback. The purpose of this study was to develop a new instrument measuring narcissism, the Beckstein Personality Test (BPT). The Narcissistic Personality Inventory-16 was also administered to assess convergent reliability. Finally, social media behavior was also assessed. Using a convenience sample of 52 undergraduates from a small, Midwest, liberal arts college, the results demonstrated support for convergent validity evidence and moderate internal consistency for the BPT. Social media behavior also correlated with measures of narcissism. Future research development for the BPT will also be discussed.

095P

Gender Differences in Performance of Binge Drinkers on Risk-Taking Task Based on Cannabis Use and Manipulated Mood Conditions.

Chloe Bedford

Ohio University

Sponsored by Dr. Julie Suhr

Expanding on literature findings that cannabis use is correlated with IGT performance in males but not females under neutral mood conditions, this study hypothesized that there is an interaction between cannabis use and gender in the performance of binge drinkers on a risk-taking task (IGT) during different mood conditions (manipulated with the IAPS). Participants were university students, all binge drinkers, who reported regular cannabis use ($N=48$) or were non-users ($N=141$) divided into female ($N=107$) or male ($N=82$) groups. Three 2 (cannabis use) by 2 (gender) ANOVAs across three mood manipulations (positive, negative, neutral) were conducted. Results suggested a main effect of cannabis use on riskier IGT performance in the positive mood condition and a possible interaction between cannabis use and gender in the negative mood condition, suggesting it is important to consider mood and gender when examining the relationship of cannabis use to risky decision making.

042T

The Coexistence of Narcissism and Other Disordered Behaviors and Moods in College Students.

Brooke Berendzen, Allie Cook, Raegan Huhn, & DeAndre White

Westminster College

Sponsored by Dr. Abby Coats

We are examining the relationship between college students who score high in narcissism and their tendency to have problems in other areas of their life. The issues that we are specifically examining in relation to narcissism are sleep pattern issues or depressed mood, self-esteem, and their self-perception of belongingness on campus. We chose to examine the coexistence of these problematic tendencies because they are issues that you would not typically expect from someone that appears to think so highly of themselves. Based on previous studies, links between these variables and narcissism already exist, but we want to know if they can coexist and if the results of those studies extend to college students as well.

096P**Narcissistic People: The Unsung Heroes of Pandemics.**

Gaurangi Das

Louisiana State University
Sponsored by Dr. Don Zhang

This study aims to investigate how narcissism can aid people during times of global panic, as in the case of COVID-19. The study will explore how mental toughness serves as a mediator between narcissism and mental taking, which would suggest an increase in mentally tough attributes. Attributes that would be explored would be perceived stress, perceived self/ societal risk, work-family conflict, family- work conflict and job insecurity. The 150 participants for this study will be working U.S. based adults that are workings from home due to the COVID-19.

Investigation will be administrated via surveys that will be distributed through a Facebook cohort of mostly LSU student's parents. The purpose of this study is to understand the behavior of employees during times of panic. This may give insight to how personal characteristics, such as narcissism, make for stronger employees thus increasing the chances of a company's stability during times of crisis.

097P**The Interrelation of Autonomy, Creativity and Self-Esteem.**

Natane Deruytter

Queens University of Charlotte
Sponsored by Dr. Jennifer Samson

Previous studies examine relations between autonomy, self-perception, and creativity by comparing two at a time. Xiao et al. (2015) found that those lacking choice also lack creativity. Ability to exercise the decision-making process contributes to heightened self-esteem (Chowdary, 1991). Development of self-esteem from childhood to adulthood relates to creativity (Park 2013). This study attempted to relate all three variables.

Participants completed a survey based on the Index of Autonomous Functioning (IAF, Weinstein, 2012), the Rosenberg Self-Esteem Scale (Rosenberg, 1965), and part of the Topics Test for creativity (Ekstrom, 1976). Pearson correlations revealed that autonomy and self-esteem were, as hypothesized, positively related ($r = .411$, $p = .008$). However, creativity did not significantly relate to autonomy ($r = .019$, $p = .918$) or to self-esteem ($r = -.017$, $p = .926$). Future studies should operationalize creativity differently.

043T**The Impact of Religiosity and Personality on Resilience and Coping Strategies.**

Leah Eldred

University of Lynchburg
Sponsored by Dr. Alisha Marciano

The purpose of the current study was to examine the impact of religiosity and personality on resilience and coping strategies amongst undergraduate college students. Participants completed four different questionnaires measuring religiosity, personality, resilience, and coping skills, as well as a demographic questionnaire. A two-way factorial ANOVA statistical analysis was conducted. The findings indicated that participants who were pessimistic reported more use of maladaptive coping strategies than optimistic participants. The main implication of this study was that people who are more pessimistic can be taught how to utilize adaptive coping strategies rather than the maladaptive ones that they may already be using.

098P**Personality Traits and Conflict Management Styles in College Students.**Briana Gibson, Brooke Miller, Erica Tura, &
Madeleine FisherWittenberg University
Sponsored by Dr. William Davis

This study investigates the relationship between personality traits and the ways in which college students manage conflict with their peers and professors. There is a general consensus in personality research that five basic personality traits (the Big 5) are important for understanding how people think, feel, and behave: agreeableness, conscientiousness, extraversion, neuroticism, and openness. The HEXACO model of personality additionally suggests that honesty/humility should be included as a sixth basic personality trait. Similarly, research on conflict management has identified five distinct styles of conflict management: collaborating, accommodating, competing, avoiding, and compromising. In this study, undergraduate college students completed an online survey that included measures of the HEXACO personality traits and the conflict management styles they use with their peers, male professors, and female professors. Data collection is in progress and results will be discussed.

100P**Narcissism, Interpersonal Exploitativeness, and Life Satisfaction as Indicators of Social Media Usage.**

Abigail Hernandez

McDaniel College

Sponsored by Dr. Holly Chalk

The present study used data from the collaborative EAMMI2 project to examine emerging adults' reasons for social media usage and their relation to levels of narcissism, interpersonal exploitativeness, and subjective well-being. As hypothesized, those using social media to create new and maintain existing connections had high levels of narcissism and exploitativeness. Narcissism and interpersonal exploitativeness were positively related. Unexpectedly, there was a positive relationship between social media usage and well-being along with narcissism and well-being.

058T**An Investigation into Corrected Accuracy and Different Levels of Self - Referential Processing.**

Siddiq Khan

University of Guelph Humber

Sponsored by Dr. Alice Kim

The literature regarding self-referential processing (SRP) has documented decreased corrected accuracy recognition results when SRP is inactive. The literature has also documented decreased corrected accuracy recognition results when SRP is highly active. This thesis experiment sought to understand and examine SRP's threshold of effectiveness. The independent variable that will be used for this thesis experiment is SRP. The three levels of the independent variable that will be used for this thesis experiment are low SRP, high SRP, and semantic task (control). The three dependent measures that will be used for this thesis experiment are recognition performance, FOK judgments, and confidence ratings. This thesis experiment will also be examining the possible effect the covariate narcissism has on dependent measures.

044T**Identification of School Shooter Typography: An Exploration of the Langman Theory of School Shooters.**

Haley Lisenby, Xintian (Maggie) Yin, & Megan Ross

Arkansas State Univeristy

Sponsored by Dr. Meagan Medley & Dr. Margaret Hance

This research study will provide beginning evidence to the practice of Langman's theory on typography of school shooters. Currently no valid and reliable screener or assessment has been established for k-12 schools to utilize for the identification of potential school shooters. Langman's typographies of school shooters (1) psychotic, (2) psychopathic, and (3) traumatized may provide a basis to assist in prevention of school shootings. This study is currently examining if Arkansas university and college faculty in psychology areas match previously established typographies for three historical school shooters through the use of vignettes. Research is ongoing and expected analysis include frequency distribution, descriptive statistics, analysis of the variance, and independent samples t-test to examine potential differences between demographics and shooter typography response accuracy. Faculty perspectives are critical to establishing if the typographies are readily identifiable.

102P**Humble Me, God: Religious Orientations and Views of The Mind, Body, and Science.**

Shelby Massey

Southern Nazarene University

Sponsored by Dr. Ronald Wright

Terror Management Theory (TMT) predicts individuals who are reminded of their mortality will try to defend against these reminders in a variety of behaviors. The purpose of this study is to explore the way 'security' and 'questing' religious orientations, views of the body, and beliefs in science might predict theistic intellectual humility, which comes from the virtue of humility in the practice of submitting intelligence to God. It is hypothesized that individuals with a more security-focused theology will significantly predict theistic intellectual humility. This is because it is the desire to be humble in recognizing intelligence as being a gift from God. Individuals with a defensive theology might find this appealing because it suggests that God has control and active engagement in human persons and creation. The results were supported and significant. It is believed theistic intellectual humility might also function as a mechanism to protect against death reminders.

045T**Racioethnicity and Belonging as Predictors of Perceived Leadership Efficacy.**

Alana L. Moore

Anderson University

Sponsored by Dr. Laura Stull

Leadership Development has become a pivotal component to all educational enterprises (Dugan et al., 2012). However, as much as leadership coincides with education, diversity and belonging also are key components to the educational atmosphere (Dugan et al., 2013). The purpose of the current study was to examine whether college-aged students' racioethnicity and level of belonging would predict their perceived leadership efficacy. Participants were recruited from a small Midwestern liberal arts university. All participants took a survey consisting of measures of sense of belonging and leadership efficacy. Although no difference was found in leadership efficacy based on racioethnicity, belonging was found to predict levels of leadership efficacy. However, further research should examine the experience of minority students in predominantly Caucasian universities instead of examining the socially constructed ideas of race and ethnicity.

046T**Relationship Between Empathy and Helping Behaviors.**

Rebekah Nielson

Thomas More University

Sponsored by Dr. Lawrence Boehm

Empathy scores were used to help assess helping behaviors, otherwise referred to as prosocial behaviors, through a weeping woman simulation. People with higher empathy scores were expected to score higher in the helping behavior category with the least amount of information provided about the woman, while people lower in empathy were expected to score higher when presented with more information on the woman and why she was crying. The findings showed that there was no difference in the way that individuals responded to the weeping woman simulation.

103P**Differences in Attitudes Toward Statistics in Traditional vs. Online Courses.**

Aleise Nooner, Haley Peoples, & Eleanor Pulliam

Arkansas State University

Sponsored by Dr. Amy Pearce

Student attitudes toward instructional formats can impact learning; we compared traditional and online students' attitudes toward their introductory statistics courses. Students taking traditional (N=108) or online (N=91) statistics courses completed the Survey of Attitudes Toward Statistics (SATS), which assesses six attitude components: affect, cognitive competence, value, difficulty, interest and effort. A multivariate analysis of variance (MANOVA) revealed a significant difference between course formats on the combined dependent variables, $F(6, 192) = 5.88, p < .001, Wilks' \lambda = .845; \text{partial } \eta^2 = .16$. Additional analyses revealed students in traditional courses reported higher positive affect ($M=4.43, SD=1.26$) and believed the course would be easier ($M=3.68, SD=0.89$), compared to students in online courses ($M=3.61, SD=1.22; M=3.03, SD=0.89$). These results suggest differences in attitudes toward statistics and expose more positive student perspectives toward face-to-face courses.

047T**Religious Upbringing and Anti-Atheist Personality Judgments of Narcissism, Machiavellianism, and Psychopathy.**

Harley Paul

Wittenberg University

Sponsored by Dr. William Davis

Atheists are typically evaluated much more negatively than a typical religious person, including being seen as more immoral and untrustworthy. One contributing factor is that being raised religious is widely identified as an important part of developing a moral code. This study examines how a target's personality is evaluated differently depending on their current religiosity and the religiosity of their upbringing. Participants rated the personality of five targets: themselves, a person raised religious and currently religious, raised religious and not currently religious, raised not religious and currently religious, and raised not religious and currently not religious. Personality ratings included the HEXACO traits, narcissism, Machiavellianism, and psychopathy. Targets who are not religious are predicted to receive more negative personality evaluations, but there are competing hypotheses regarding the religiosity of one's upbringing. Data collection and analyses are in progress.

048T**Test Anxiety and its Relationship with Neuroticism and Coping Style.**

Charles Sandifer

Indiana University Southeast

Sponsored by Dr. Aimee Adam

Substantial research has been done on the relationship between test anxiety, personality, and coping mechanisms. A correlation has been found among individuals with higher levels of neuroticism using maladaptive coping mechanisms to deal with their anxiety. The purpose of this study is look at the specific techniques that individual students, with higher levels of neuroticism, use to deal with their test anxiety. The study also investigated to see if there was a difference in coping mechanisms amongst differing levels of neuroticism. Understanding this relationship would give greater clarity as to how these individuals with high neuroticism can overcome their coping mechanisms and test anxiety. Data collection is ongoing; however, we expect to see differing coping mechanisms between individuals with high neuroticism depending on their level of test anxiety.

049T**Examining Personality Across College Institution Types.**

Cassidy Taylor

Wittenberg University

Sponsored by Dr. William Davis

A big decision that people make in their lives is choosing where they will go to college and there are many factors associated with this decision (e.g., cost, distance, private vs public, diversity, online courses). Previous research has examined many of these factors, but there has been relatively limited research exploring how the decision-making process might be associated with students' personality characteristics. Personality psychology examines the way the people typically think, feel, and behave and has identified a number of important personality characteristics, or traits, that may be relevant in the college decision-making process. The current study investigates several personality characteristics of college students across different types of institutions and their relation to the students' decision-making processes, as well as their motivations, when choosing which college to attend.

Social

104P

Social Conformity: A New Methodology.

Mary T. Albright, & Andrea L. Wilhelm

Lee University

Sponsored by Dr. Bryan Poole

Variables commonly found to affect conformity are social anxiety and perceived judgment. Additionally, the presence of other people is believed to have an impact. Because of this, conformity research often includes confederates, though this study tested a unique methodology by using simulations in place of confederates. The students each participated alone, but each student was told that there were three additional students participating in other rooms. Participants also believed they had a live view of the other's screens, allowing them to see their answers. In reality, the screens were pre-recorded simulations. Participants answered questions and were measured on how often they conformed to the simulated answers. Following, was a survey measuring social anxiety, perceived judgment, and perceived intelligence. Results did not show significant correlations among these variables and conformity, though the simulation was found to be an effective alternative to confederates.

105P

Instagram's Effects on Attitudes Towards Alcohol Consumption.

Abigail M. Albrinck, & Lauren Z. Greely

Thomas More University

Sponsored by Dr. Lawrence Boehm

Much research has indicated that pro-alcohol social media increases the pro-alcohol attitudes of the consumer. Previous research has not indicated if this phenomenon occurs on Instagram and how the number of "likes" attached to the content impacts the development of these attitudes. This study addressed those shortcomings of previous research. The independent variables were types of content, with levels of pro-alcohol and neutral, and number of likes, with levels of many and none. The dependent variable was pro-alcohol attitudes. Participants examined a profile corresponding to their group, and then completed a questionnaire about their pro-alcohol attitudes. No significant results were found. Pro-alcohol content and many likes did not have a significant impact on the participants' pro-alcohol attitudes. Future research should utilize a design that is more similar to everyday life and a larger sample to further examine the existence of this phenomenon.

050T

Cycle Effects on Female Homosexual Attraction.

Julie Beshears

University of Southern Indiana

Sponsored by Dr. Urska Dobersek

A number of studies suggest the effects of the ovulatory cycle on attraction in heterosexual females (Arslan 2018; Gangstad 2007). This study expands on ovulation's effect on attraction by attempting to replicate past studies about variations in facial characteristic among homosexual females. I hypothesize that homosexual females at high fertility would show a greater preference for masculine female faces compared to feminine female faces. Participants will be recruited via convenience sampling from the Midwest. They will be shown photos of female faces with masculine or feminine characteristics and provide which they find more attractive. I expect to find a preferential difference between women at high fertility compared to low fertility, which is consistent with previous studies on heterosexual females. The results of the study will provide further understanding of individuals' sexual orientation and partner preference.

106P

The Effects of Bullying on Academic Motivation.

Alyssa Bradley

Lake Superior State University

Sponsored by Dr. Kesong Hu

The relationship between academic motivation and bullying remains poorly understood. Here I hypothesized that bullying predicted academic motivation in college students. Participants completed the Academic Motivation Scale, The Retrospective Bullying Questionnaire, and a demographics survey created by the author. Despite there was a positive correlation between academic performance and extrinsic motivation, motivation was not correlated with bullying. Bullying has no effect on ammotivation as well.

051T**Aggression, Peer Pressure, and Reckless Behavior in Emerging Adults.**

Micah Bryan

Anderson University

Sponsored by Dr. Laura Stull

Based on prior research that found relationships between proactive aggression and specific reckless behaviors and peer-pressure, the purpose of the current study is to examine general aggression and its relationship to general reckless behaviors, and whether peer-pressure is a moderator. This study targeted those in the age range of 18-25. Participants reported how aggressive they felt, how frequently they engaged in reckless behavior, and how pressured they felt in certain scenarios. A total of 100 young adults were recruited through Amazon Turk. Data were analyzed and it was found that aggression was a significant positive predictor of reckless behavior, $B=0.28$, $t=3.01$, $p < 0.01$. Peer pressure was not significantly correlated to recklessness at $r=.03$, $p=0.80$, or to aggression at $r=-.02$, $p=0.86$, and so was not analyzed in the regression. Future research should examine other social problem-solving measures.

107P**Effects of Stereotype Threat on Women's Cognitive Functioning.**

Jamie M. Burditt

Texas Woman's University

Sponsored by Dr. Gabrielle Smith

Stereotypes are often called "mental cookie cutters" because they force an overly simplistic pattern or script onto people or things based on shared characteristics. These overgeneralizations can lead to the emergence of stereotype threat, particularly if the stereotype was negative. Mass media has long purported stereotypical behaviors through music, television, advertisements, and more. One group consistently stereotyped in the media are women. Stereotype threat may account for why fewer women seek careers in STEM fields, are paid less, and must deal with more thoughts of sex-based inability in the workplace. In this study, participants were shown short commercials depicting positive, negative, or neutral stereotypes about women relating to menstruation. Participants then completed a cognition measure after viewing the elicited stereotypes. Results showed that regardless of group or gender, participants did not perform significantly different on the cognitive task.

052T**Can Normative Influence Buffer the Effects of Social Exclusion?**

Autumn Chall

Eastern Michigan University

Sponsored by Dr. Rusty McIntyre

Being socially excluded has negative effects on a person's well-being, both mentally and physically. Few studies have succeeded in finding a way to lessen these negative effects. Previous studies do show that role models can help people to feel better about themselves and their situations. This study investigates the idea that role models could buffer the negative effects of social exclusion. Results showed that the role model essay was effective in buffering the negative impacts of social exclusion on the social needs of meaningfulness and self-esteem but not control and belongingness. It seems that the reason for this is that the role model essay used in this study most strongly demonstrated improvements in meaningfulness and self-esteem. These findings suggest that the role model's strength is essential to how it improves one's sense of well-being.

053T**Sense of Belonging and On-Campus Involvement.**

Grace Culver

Anderson University

Sponsored by Dr. Laura Stull

The purpose of this experiment was to analyze undergraduates' sense of belonging and on-campus involvement. Previous research found that sense of belonging is important in students' persistence in college. I hypothesized that the amount of time a student is involved on campus would be correlated with their sense of belonging, exhibiting a curvilinear relationship. An exploratory hypothesis was that students' perception of overcommitment would be correlated with sense of belonging. Participants ($n = 256$) were asked to fill out a questionnaire. Results showed that sense of belonging and on-campus involvement were related in a linear fashion, as the more involved a student was the more a student felt that they belonged. Results also showed a statistically significant and weak correlation between sense of belonging and average time spent in on-campus activities. Thus, creating opportunities for underclassmen to be involved on campus with their upperclassmen peers may improve retention.

108P**The Effects of Identity & Belief on Perception & Judgments about Academic Freedom.**

Deshontanae Davis, Yabsira Ayele, Jenifer Fidela, & Aaron Clark

Berea College

Sponsored by Dr. Dave Porter

A survey of identity, beliefs, perceptions, and judgments concerning Title IX violations and academic freedom was completed by 120 respondents. Their responses concerning 20 ecologically-valid scenarios yielded indexes of an Activist Orientation, perceptions of Title IX violations, and academic freedom. We found no demarcations between hostile and non-hostile environments nor between activities protected by academic freedom and those that were not. Situations viewed as being "hostile" were judged not to be protected by academic freedom. Multiple regression and path analysis allowed elaboration of a hypothetical model suggesting identity influences belief and, together, they predict perception and judgment. Respondents' gender, beliefs, and explicit support for hostile environment protection predicted the perception of hostile environments. Institutional retention data converged with implications of these analyses.

109P**Beliefs about Social Media in the Age of Hate Crimes.**

Mackensie Disbennett, Yasmeen Othman, & Gwynne Richardson

Salisbury University

Sponsored by Dr. Rachel Steele

The occurrence of violent crimes over the last few years has led to concerns as to whether or not there has been a national increase in the number of hate crimes. In the wake of a White supremacy and Islamophobic inspired shooting at a mosque in New Zealand that left 50 Muslim worshippers dead on March 15, 2019, we collected data about people's beliefs regarding the response to this particular hate crime. Participants were placed in one of three conditions stating that hate crimes have increased, decreased, or remained the same in the U.S. over the last few years. Participants were then instructed to report their beliefs on the level of responsibility that social media companies have in keeping harmful content off of their sites. The effect of condition was conditional on an individual difference variable about how much people contemplate enacting revenge. Since this shooting, social media platforms, such as Facebook, have committed to ban hateful content on their specific sites.

054T**Capital Punishment in Texas: Innocence and Justice.**

Kenedy Douglas

West Texas A&M University

Sponsored by Dr. Keith Price

This study explores and works to acknowledge the considered innocence of one man on death row. Using qualitative research methods, the case of Anthony Graves has been dissected to distinguish what is true and what is false within the case. Texas is known for its harsh justice system. The broad range of support for the death penalty allows for there to be misconduct and misrepresentation within cases. This study considered whether or not the Texas criminal justice system brings about true justice, or if these problems will continue to stand in the way of the ethical and humane practices within Texas.

110P**Red, White, and Gray: Age, Education, and Political Involvement differences in Election-Related Exposure and Stress.**

Alexandra S. Early, & Emily L. Smith

North Carolina State University

Sponsored by Dr. Shevaun Neupert

Elections can be stressful. We hypothesized that age, education, and planned political involvement would be positively associated with anticipated exposure to election-related events and feelings of election-related stress. We further explored how these variables interacted to predict exposure and stress. In the ESCAPED (Election Stress Coping and Prevention Every Day) study, 140 participants from 35 states in the U.S. aged 18 and older were recruited through Amazon's Mechanical Turk (mTurk). Participants completed daily diary questionnaires between October 15th, 2018 to November 13th, 2018 including the midterm election on November 6th, 2018. Results suggested that older adults were exposed to less election-related events than younger adults; age differences in exposure depended on political activity in the last 24 hours. Those with higher education reported feeling more election-related stress. These results provide insight into election related stress processes.

055T**Public Attitudes Towards and Knowledge of Sustainability: A Pilot Study.**

Jessica Eleazer, & Avery Perkins

Georgia College & State University

Sponsored by Dr. Stephanie Jett

Sustainability is the concept of using resources in a way which meets the needs of the present population without compromising the ability of future generations to meet their own needs. With environmental health in question, understanding daily decisions that impact environmental health is crucial to enacting change. Our study asks: 1) what demographic and personality factors impact attitudes towards sustainability, 2) what factors impact knowledge of sustainability, and 3) what factors impact sustainable actions and behaviors? We predict that gender, political affiliation, age, vocation, personality, and level of education will impact attitudes towards, knowledge of, and behaviors impacting sustainability. The results from this pilot study will allow the scientific community to better educate those with little knowledge of sustainability and lend insight into why certain populations have an aversion to sustainability or have barriers preventing them from leading a sustainable life.

056T**Early Maladaptive Schemas as Predictors of Perceived Social Support in the Church.**

Emily D Glassman

Anderson University

Sponsored by Dr. Laura Stull

Early maladaptive schemas (EMS) are frameworks developed in adolescence that influence how an individual interprets themselves and the world around them. Because different families of origin can emphasize different ways of behaving and thinking, various types of schemas may form with differing severity levels. With EMS impacting perception, the current study aims to research how these schemas can influence one's perception of social support, particularly in a church setting where social support can be a huge component. Using a multiple regression, the results suggest that the emotional deprivation schema is a significant predictor of low perceived social support in the church. Future research could similarly replicate the present study recruiting a sample that is both religiously involved and has received a mental illness diagnosis to have a wider schema representation. This may allow the results to better indicate which schemas are more likely to predict low social support.

057T**Identifying Factors that Contribute towards Women's Inability to Speak Up amidst Belittlement.**

Varvara Gulina

California State Fullerton

Sponsored by Dr. Patricia Literte

This study seeks to explore the underlying reasons why women do not "speak up" amidst belittlement. There is significant evidence that women suffer significant negative effects due to denigration (belittlement). While studies indicate that females internalize belittlement at higher rates than males (Yoon, 2013) this area of study remains widely under-researched. In our experiment, 100 women will be randomly assigned and will come in for what they believe to be an interview on college reading. The experimental group will receive a male-gaze prime document that indicates false facts about men's attraction to non-assertive women. The male researcher will then interview the participants and belittle their responses. We hypothesize that women who receive the male gaze prime will speak up less frequently than the women who do not. We predict that women do not stand up for themselves, partly, because they want to remain attractive in the eyes of a male.

111P**The Psychology of Platonic Relationships.**

Amber Heinig

Valencia Community College

Sponsored by Dr. Melonie Sexton

The purpose of this study is to see if early childhood attachments influence our adulthood attachments. Previous research on parenting styles demonstrates a direct correlation between secure children and their ability to form healthy romantic relationships later in life. However, our understanding of friendships and their importance in adulthood is less understood. Our research question is "does parenting attachment style impact our ability to form adult friendships?". To answer this question, we surveyed people to get a sense of how one's relationship with their parents has possibly affected their platonic relationships. Based on our research, we predict that platonic relationships develop in correlation to our romantic styles. Where romantic relationships are heavily influenced by parenting styles, platonic relationships may or may not develop in such a linear way.

112P**Social Support and Stress as Predictors of Relational Maturity and Independence.**

Jonathan Lingg

McDaniel College

Sponsored by Dr. Holly Chalk

Using data from the collaborative EAMMI2 project, we examined social support and stress as predictors of relational maturity and independence as markers of adulthood. As hypothesized, high social support and low perceived stress predicted achievement of relational maturity as a MOA. Additionally, lower perceived stress predicted achievement of independence. Contrary to hypotheses, there was no significant relationship between perceived social support and achievement of independence, even though social support was positively linked to other MOAs.

059T**Why is Social Exclusion Perceived as Immoral? Moral Foundations and Judgments about Exclusion.**

Jaya Mallela

Purchase College-SUNY

Sponsored by Dr. Yanine Hess

This study investigated if general moral considerations predicted moral judgments of social exclusion. Participants read scenarios describing exclusion, for example a high school girl being ignored when she asks to join a group for lunch. After each scenario, participants completed items assessing their moral judgments of the exclusion (e.g. how moral or immoral was this situation). Moral considerations were measured with the Moral Foundations Questionnaire, in which participants rated the degree to which they considered harm, fairness, loyalty, following authority, and physical/spiritual purity to be relevant to their moral decision making in general. Finally, participants completed a measure of rejection sensitivity and demographics. It was hypothesized that higher harm considerations in general moral decision making would predict higher judgments of immorality in the exclusion scenarios. This work sheds light on how individual differences relate to perceptions of social exclusion.

113P**Hypocrisy, Friendship, and Schadenfreude.**

Katherine L. Mapes

Thomas More University

Sponsored by Dr. Larry Boehm

Schadenfreude is experiencing pleasure at another's misfortune. This study looked at how hypocrisy and friendship impacted schadenfreude. I hypothesized that if a participant had an imagined friendship with a moralizing speaker who commits a hypocritical crime, they would experience more schadenfreude compared to participants who had no relationship with the speaker. I also hypothesized that the more hypocritical a speaker was, the more schadenfreude the participant would experience. The independent variables were the severity of the crime committed by a speaker and the level of speaker hypocrisy. The dependent variables were the participant's levels of schadenfreude and how hypocritical they thought the speaker was. Preliminary results show a significant difference between the friendship and no friendship measures, but no significant difference in the participant's perceptions of speaker hypocrisy. Future research could look at how different levels of friendship impact schadenfreude.

114P**Other-race Effect in Emotional Face Recognition in Four Emotions.**

Shelby Martell

Eastern Illinois University

Sponsored by Dr. Jeffrey Stowell

The face is important in human communication, however there are many cultural barriers related to face recognition. People tend to recognize faces of their own race more accurately and faster than other races, but this may depend on the emotional expression of the faces. The purpose of my project is to explore if the "other-race effect" holds true across different facial expressions of emotions for Caucasian and African American participants. Based on prior research, I hypothesize that the other-race effect will be observed in recognition of emotional faces, the strength of this effect will vary across emotions with anger and happiness showing less of an effect than sadness and fear. Participants will view Caucasian and African American faces showing different emotions and, after a brief distractor task, will be tested on their memory of the faces. A 2 x 2 x 5 mixed ANOVA will be run on the data to determine whether there is any association between the other-race effect and emotion.

060T**The Effects of Priming with the Media on People's Perception of Mass Shootings.**

Reece McDaniel

Anderson University

Sponsored by Dr. Laura Stull

The purpose of this study was to see if priming people with mass shooting related news headlines would affect their perception of if they would be a victim in a mass shooting. Previous research looked at priming with advertisements and how they affected people's specific choices and found that advertisements do affect people's choices. It was hypothesized (H1) that the mass shooting media primed group would have a higher perception of risk compared to the neutral media primed group and that (H2) both groups would have a higher perceived risk compared to the actual national mass shooting rate. Participants included 140 people from Amazon Mechanical Turk. Each participant completed a demographic survey, then they were randomly assigned to the mass shooting media primed group or the neutral media primed group. Hypothesis one was not supported while hypothesis two was supported. Future research could examine what aspects of media may be most likely to influence perceptions.

116P**Do I Belong? Comparing White and Latinx College Students.**

Daniela Navarro

California State Polytechnic University Pomona

Sponsored by Dr. Viviane Seyranian

Goodenow describes sense of belonging in schools as the students' sense of being personally accepted, valued, and respected. Studies have found that students of color in STEM report less feelings of belonging than do their white counterparts. The purpose of this study is to further describe the experiences of sense of belonging of Latinx STEM college students. To further explore this, we conducted an online survey and distributed through Cal Poly Pomona's research system. The students responded to statements on their sense of belonging to their classes and major as well on discrimination from their ethnicity/race. Results from our survey showed a significant difference in belonging and discrimination from White and Latinx college students. Generally, Latinx students reported less sense of belonging to their major and classes and experienced more discrimination as opposed to their White counterparts. These results make an interesting and meaningful addition to literature.

117P**Thinking About What You Think About Me: The Role of Perceived Partner's Satisfaction with One's Own Body on Relationship Quality in Romantic Couples.**

Clara Nelsen, Ellen Hart, Aidan Schmitt, Ahmad Zalt, & David Farris

Eastern Michigan University

Sponsored by Dr. Chong Man Chow

Research shows that romantic partners body images are related to each other and to the overall relationship satisfaction. Research indicates that women's body satisfaction is related to their perception of their male partners satisfaction with their bodies. We investigated the relationship between BMI and body dissatisfaction in predicting relationship satisfaction among romantic couples. Regression analysis shows that perceived partner satisfaction with one's own body is the strongest predictor of relationship satisfaction for both men and women.

061T**Perceived Social Support as a Predictor of Achievement Emotions.**

Daisy Ray

Anderson University

Sponsored by Dr. Laura Stull

Achievement Emotions are derived from Pekrun's (2005) Control-Value Theory. These eight emotions are enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. The present study investigated perceived social support as a predictor of these eight achievement emotions. Participants (n = 192) were instructed to complete an online survey which consisted of providing informed consent, completing demographic questions, the Multidimensional Scale of Perceived Social Support (1988), and Part II of the Achievement Emotions Questionnaire (2005). The first hypothesis was supported in that there was a positive relationship between positive emotions and social support, and a negative relationship between negative emotions and social support. The second hypothesis was exploratory and partially supported, with family being the only significant individual predictor for hope, pride, shame, and hopelessness. This study further emphasizes the importance of social support for students.

118P**In Matters of Love, Does Practice Make Perfect?**

Bailey Reid

Southern Nazarene University

Sponsored by Dr. Anna Harper

While sensitivity to others' suffering and a call to action to alleviate suffering are hallmarks of the psychological definitions of compassionate love (Strauss, 2016), these are also central features of understanding love in the Christian tradition (Sanders, 2013). Furthermore, it has been found that faith practices shape people into who they are and what they believe (Smith, 2008). Therefore, the question is raised: What is the impact of communal worship practices and everyday shared spiritual practices on compassionate love toward strangers and close others? It is hypothesized that participants who endorse greater communal worship practices will report greater compassionate love toward close others and strangers. Furthermore, it is expected that those who endorse greater shared everyday spiritual practices will report greater compassionate love toward close others, beyond the impact of communal worship practices.

119P**120P****Exposure Effects of Asian-American Stereotypes on the Perception of Asian-American Academic Competence.**

Gracya Rudiman, Jem Davenport, Sunny Guo, & Catherine Smith

Covenant College

Sponsored by Dr. Carole Yue

The majority group in a culture often influences minorities in multiple ways. We examined whether minorities can likewise impact the majority culture's perception of minority groups as a whole. To study this possibility and address variables unaccounted for by previous research, we manipulated college students' (N= 56) contact with Asian Americans through media exposure (YouTube videos) in a 2 (stereotypical or atypical Asian student) x 2 (long or short video) between-subjects design. After watching the video in their assigned condition, participants answered questions on the Scale of Anti-Asian American Stereotypes (SAAAS) to measure how the exposure affected their view of Asian-Americans' competence. The results indicate that there was a significant effect, $p < .05$, of the content of the media exposure on peoples' perceptions of Asian Americans, whereas the length of media had no influence on participants' perceptions.

121P**The Effect of Identity Discrepancy on Criminal Identity Development.**

John A. Schupbach, & Jessica D. Archuleta-Trujillo

Drury University

Sponsored by Dr. Mary Utlely

The present study is grounded in Social Identity Theory (Stets & Burke, 2000), which examines how behaviors change when identity labels are projected upon others. Participants were invited to take a pretest and posttest that measures their criminal attitudes. Between the two, they were assigned a random high or low criminality score. At the end of the study, the participant was able to lie about a controlled condition in the study in order to receive a bonus prize. This method tested three hypotheses: (H1) Those who were randomly assigned a high criminal score would respond with more criminal attitudes than those with a low score, (H2) those who agree with their random high criminal score will respond with more criminal attitudes than those who disagree with a high score, and (H3) those who agree with their random high criminal score will respond with more criminal attitudes than those who disagree and those who were assigned a low score. Data analyzes are currently underway.

122P**Cyberbullying and Online Relationship Quality.**

Lucas Sevenants

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

The purpose of this study was to test the association between lifetime cyber victimization, psychological distress, and online relationship quality. This study tested a model that suggests online relationship quality is affected by the mediating effect of psychological distress from cyber victimization. Participants were 162 undergraduate psychology students from Eastern Kentucky University. The study required participants to take a variety of surveys such as the Cyber Victimization Questionnaire, Online Relationship Development Scale, PHQ-9, and GAD-7. It was predicted that relationship quality will diminish when there is significant psychological distress present due to cyber victimization.

123P**Effect of Feedback on Social Striving Behaviors.**

Rachel Sheplak, Finn Cooley, Lana Hill, Cassee Wood, & Isaac Trefsgar

Covenant College

Sponsored by Dr. Carole Yue

Research has been done on the occurrence of social striving in children and teens, but there is little research on how college students strive to improve their social standing (Dawes, 2014; Jarvinen, 1996; Rogosch, 1989). We examined how feedback on a person's social standing impacted the behaviors they engaged in to improve or maintain their social standing. We thought that if a person got feedback showing they were slightly below average popularity they would show more social striving behaviors. Participants received a survey adapted from behavioral measures from Dawes that they finished before attending a later meeting. Participants received feedback in randomly assigned conditions. Participants took another survey about their social striving behaviors. We compared the scores to find out if the feedback they got changed social striving. Disproving our hypothesis the data revealed that there was no significant effect on the participant's feedback and their social striving behaviors.

124P**Effects of Relationship Quality on Body Self-Esteem.**

Aurora Stamper, & Ellen G. Jennings

Eastern Kentucky University

Sponsored by Dr. Richard Osbaldiston

There has been a gap in research that studies the correlation between relationship quality and a person's satisfaction with their body. This current analysis is seeking to answer the question "How strongly related are romantic relationship quality and body self-esteem?" This meta-analysis searched PsycInfo and collected 14 studies based in Western cultures such as Western European countries and the United States that researched romantic or intimate relationships and a person's body satisfaction or body image. We coded for age, gender, and location. From these studies, the results suggested a weak positive correlation ($r = 0.16$) between the variables.

062T**The Implications of Power Posing on the Academic Self-Efficacy of College Students.**

Jordan L. Strawn

Anderson University

Sponsored by Dr. Laura Stull

Power posing is either produced as high-power, open posture and wide-spread limbs, or low-power, closed posture with limbs close to the body (Carney et al., 2010). Academic self-efficacy is defined as a belief in self-ability in dealing with various academic situations, e.g. a test (Fan & Chen, 2001). The current experiment included 22 college aged, full time Anderson University students that participated voluntarily. After being randomly assigned to a group, each participant performed two predetermined poses followed by a self-reported survey measuring their academic self-efficacy. My hypothesis expected participants who performed high-power poses to have a significantly higher academic self-efficacy score. After analyzing data via a two-sample t-test, there were no significant difference between the groups. Future research should examine other procedures which may positively influence the academic self-efficacy of college students.

125P**Influence of Belonging and Mindset for College Students' STEM Experiences.**

Allison Taylor, Ansley Crutchfield, Elizabeth Ray, Alena Gorman, & Nayoung Jang

University of Indianapolis

Sponsored by Dr. Kathryn Boucher

Focus groups of students and staff at six U.S. universities explored belonging and mindset in college students' experiences in their STEM coursework. Students were asked about their challenges in early STEM courses, outside challenges, STEM climate, and reasons for contemplating or changing their majors. Staff were asked similar questions about their perceptions of students' experiences. Two research assistants coded each focus group transcript for main themes, and then three additional research assistants coded each transcript for more specific sub-codes. Thematic analysis coding revealed that belonging concerns were a major barrier and were enhanced when students were numerically underrepresented, experienced bias, and were in more difficult courses. The perception of STEM professors having a fixed mindset of intelligence was also a barrier for students and caused them to doubt their abilities and struggle to persist in STEM.

126P**Language Effect on Impressions of Competence.**

Onyinye M. Uwolloh

Northern Kentucky University

Sponsored by Dr. Douglas Krull

The world is becoming more of a global village with cultural diffusion happening at unprecedented rates due to migration. The United States, despite having the most linguistic diversity on the Earth, uses English in daily dealings as it is the accepted ideal. Despite English not being recognized as an official language in the nation, the literature shows that negative stereotypes are attached to individuals with accented English. This study was therefore aimed at finding out if different language accents would affect participants' ratings of a speaker's perceived competence even when the languages' actual words could not be determined.

127P**Video Game Exposure and Risk Perception.**

Sahaj Vohra, Brandon Dlabik, Troy Jones, & Jonathon Seay

Wittenberg University

Sponsored by Dr. William Davis

Given the continuing rise in popularity of video games, more people are regularly exposed to video games than ever before. Previous research has identified relationships between video game exposure and changes in behavior such as increases in aggression and risky driving behaviors. Considering the importance of risk perception in determining many of our everyday decisions, our study aimed to investigate the relationship between video game exposure and risk perception more broadly. Participants recruited from a university undergraduate subject pool completed a survey that assessed personality traits, risk perceptions, and a variety of video game behaviors and attitudes. We hypothesized that participants with greater video game exposure would perceive risky behaviors as being less risky compared to participants with less video game exposure. Exploratory analyses will examine different video game genres and risk domains. Data collection is ongoing and results will be discussed.

063T**An Exploration of the Relationship between Mission Trip Experience and Ethnocentrism.**

Natalie Marie Watson

Anderson University

Sponsored by Dr. Laura Stull

This study was conducted to determine if there was a relationship between ethnocentrism and mission trip experience. Participants were 230 undergraduate students from a small Christian liberal arts university. Participants completed a survey that included background questions regarding their mission trip experience, and a measure of ethnocentrism. For my first hypothesis, I compared average ethnocentrism scores between participants who had and had not been on a mission trip. The results showed that ethnocentrism was lower with those who had been on a mission trip. For my second hypothesis, I conducted Pearson Correlations between ethnocentrism score and variables related to length of mission trip and amount of contact with indigenous populations. The variables showed no statistically significant relationships. These findings can help us understand more about potential benefits of short-term mission trips, and be used to plan these trips to have a more impactful experience.

Sport Psychology

128P

Examining Spectator Attitudes Toward Athletic Coaches' Abilities Based on Gender.

Sydney M. Altmeyer

University of Southern Indiana

Sponsored by Dr. Urska Dobersek

This online study examined the difference between spectator attitudes toward male versus female coaches. One-hundred and six college non-athletes ($n_{\text{male}}=26$; $n_{\text{female}}=77$) were recruited through convenience sampling from a university in the Midwest. Participants were randomly assigned to read a strength coaching scenario that used either a neutral coach, a male coach, or a female coach. Afterwards, they completed the modified Attitudes of Athletes Toward Male Versus Female Coaches Questionnaire (AAMFC-Q; Magnusen & Rhea, 2009) and the demographic questionnaire. A 2 (participant gender: male, female) x 3 (group: neutral coach, male coach, female coach) between subjects Analysis of Variance suggested no significant findings. In other words, spectators did not show a preference to either male or female coaches. These results could potentially assist in combating gender inequality in athletics and provide more opportunities for female coaches in male dominated sports, and vice versa.

129P

Athlete's perceptions of coach's communication based on manipulated mindset.

Jordin N. McGehee, Bria E. Braddock, & Abigail E. Somerhalder

Westminster College

Sponsored by Dr. Mandy Medvin

This study investigated how a coach's mindset will influence athlete's perceptions of that coach's communication skills. It was hypothesized that athletes who have a coach with a growth mindset will perceive the coach as having satisfactory communication skills and therefore, the athlete will feel more comfortable communicating with that coach. It was also hypothesized that athletes who have a coach with a fixed mindset will perceive the coach as having unsatisfactory communication skills and therefore, the athlete will feel less comfortable communicating with the coach. One-hundred twenty collegiate athletes coming from sports that have both a men's and women's team at a small liberal arts college in western Pennsylvania were randomly assigned to be given a hypothetical coach and scenario representing a growth mindset or a fixed mindset. The results showed higher scores in both immediacy of the coach and player communication with a growth mindset and lower scores with a fixed mindset.

130P

The Effects of Athleticism on Self-Esteem.

Maria Regas, & Vanessa Lane

Ursuline College

Sponsored by Dr. Christopher Edmonds

On average, self-esteem is relatively high in childhood, drops during adolescence, rises gradually throughout adulthood, and then declines sharply in old age. Despite these general differences, individuals tend to maintain their ordering relative to one another: Individuals who have relatively high self-esteem at one point in time tend to have relatively high self-esteem years later. With this information in mind, what happens when collegiate athletics are added into the mix? Working out regularly releases endorphins, thereby reducing stress and causes one to feel happier. Sixty Ursuline College students served as subjects in the examination of esteem differences between athletes and nonathletes. Participants were presented with a Rosenberg Self Esteem scale entailing three sublevels of esteem. Subjects are instructed to rate esteem levels from one to four for each respective category: social, athletic, and academic. Data collection continues.

Schools & Authors

Anderson University

Taylor Brooks	013T
Micah Bryan	051T
Nicole D. Chesterson	002T
Grace Culver	053T
Emily D Glassman	056T
Hannah M. Helton	020T
Reece McDaniel	060T
Makayla J. Miller	009T
Alana L. Moore	045T
Cameron Mudd	030T
Daisy Ray	061T
Jordan L. Strawn	062T
Natalie Marie Watson	063T

Arkansas State Univeristy

Haley Lisenby, Xintian (Maggie) Yin, & Megan Ross	044T
Jessica Miles	088P
Aleise Noonan, Haley Peoples, & Eleanor Pulliam	103P

Auburn University

Taylor Mitchell, & Madison King	075P
---------------------------------------	------

Ball State University

Annika Pairitz, Mackenzie Hatheway, Joe Bryant, Jada Price, Krista Johnson, Katelyn Singer, & Keldyn Young	042P
--	------

Bemidji State University

Amorita D. Slack	041T
------------------------	------

Berea College

Deshontanae Davis, Yabsira Ayele, Jenifer Fidela, & Aaron Clark	108P
---	------

Bethany College

Amanda Casto	004P
--------------------	------

Brescia University

Jayde Robinson	115P
Sierra Tomblin	099P

California State Fullerton

Varvara Gulina	057T
----------------------	------

California State Polytechnic University Pomona

Genesis D. Flores	035T
Daniela Navarro	116P

Carlow University

Anastasia Marsh, Haley Lawrence, & Danielle Anders	087P
--	------

Case Western Reserve University

Nicholas Chu	003T
Maria E. Viscomi	057P
Julliana Yoon	034T

Catawba College

Emily Avalos, Emily Fogleman, & Keshon Roman	030P
Emily Fogleman, & Sophie Hirsch	035P
Kira Harwood, Christina D'Amelio, & Jenna Linnick	062P
Sierra Thompson	067P

Coastal Carolina University

Alexis M. Couto	004T
Reagan Grossoehme	033T
Jenna Mize	018T

Covenant College

Jenna Donet, Mckenna Jarrard, Mariel Moore, & Beebe Stroud	061P
Ethan Gualano, & Sam Shoup	038P
Abigail Kern	036T
Esther Pruitt	089P
Gracya Rudiman, Jem Davenport, Sunny Guo, & Catherine Smith	120P
Rachel Sheplak, Finn Cooley, Lana Hill, Cassee Wood, & Isaac Trefsgar	123P
Bethany Sikkink	044P
Emma Smith, Juliana Valentine, & Hannah Blair	027P
Maddie Sparks	045P

Drury University

John A. Schupbach, & Jessica D. Archuleta-Trujillo	121P
--	------

Earlham College

Emma O'Brien, Hephzibah Okorie, Dana Yao, Max Feller, & Uyen Pham	063P
---	------

Eastern Illinois University

Shelby Martell	114P
----------------------	------

Eastern Kentucky University

Megan Brooke Alexander	093P
Bailey R. Bird, & Lyndon D. Cornish	077P
Mark Dvornak	081P
Hannah Geurkink	073P
Maya N. Gulliford	078P
Kendall Hairston, & Stephanie Kinmon	082P
Cory Hudnall, Ty Humble, & Seth Wilson	011P
Lauren Knipp, Brenna Malone, & Kennedi Fields	050P
Caitlin Mehs	016P
Thomas W. Morris, & Hung-Tao M. Chen	037T
Alexandra Nasrallah, Cindy Vasquez, & Jordan Charles	052P
Alexis Reisig	022P
Krystiana Scott	023P
Lucas Sevenants	122P
Raegan Simpson	079P
Aurora Stamper, & Ellen G. Jennings	124P

Eastern Michigan University

Autumn Chall	052T
David Farris, Ellen Hart, Aidan Schmitt, Ahmad Zalt, & Clara Nelsen	010P
Clara Nelsen, Ellen Hart, Aidan Schmitt, Ahmad Zalt, & David Farris	117P
Ahmad Zalt, Aidan Schmitt, & Ellen Hart	059P

Franklin College

Thomas D. Beckstein	094P
Chelsey Arvin, Jaycie Blanford, Victoria Martinkovic, & Joshua Stewart	031P
Jordan Cermak, Kendall Hovis, & Bayleigh Walker	005P
Alexis Cheatham, Morgan Fields, & Savannah Howerton	034P
Danielle Wyse, Julian Wilburn, & Borden Kennedy	029P

Georgia College & State University

Jordan Butler	039T
Sherree Clark-Metcalf	040T
Jessica Eleazer, & Avery Perkins	055T
Clare McGaughey, & Sherree Clark-Metcalf	008T
MaryRoss Murphy, Christina Cortes, & Kimberly Savagty	038T

Huntington University

Blake Cooke, Lisa Colling, & Owen Young	015T
---	------

Indiana University Southeast

Charles Sandifer	048T
------------------------	------

Kean University

Ryan Ellison	009P
--------------------	------

Kent State University Geauga

Alexander G. Knopps	040P
Verena Long	028T
Jason Ritchie	010T
Charles Snyderburn	022T

Lake Superior State University

Alyssa Bradley	106P
----------------------	------

Lake Superior State University

Kassidy L. Hadix	049P
Quinlin D. Ireland	012P
Courtney McDonald (Scott)	014P
Gabrielle Pace	020P
Samantha Scola	055P
Ashley Sherlund	011T
Cheyenne K Shotwell, & Kesong Hu	119P
Christopher D. Skinner	025P
Paige L. Stockwell	019T
Jessica Thompson	091P

Lee University

Mary T. Albright, & Andrea L. Wilhelm	104P
---	------

Louisiana State University

Gaurangi Das	096P
--------------------	------

McDaniel College

Jenna Barth, & Grace Renich	069P
Abigail Hernandez	100P
Jonathan Lingg	112P
Patsy Zetkolic, & Holly Chalk	058P

Mercer University

Kellie E. Wydrinski	046P
---------------------------	------

Metropolitan State University

Gina Nehmer	076P
-------------------	------

Mount Royal University

Lucijana Herceg	006T
-----------------------	------

Mount Saint Mary's University

Jasmeen Kaur	013P
Carmen Ramos	025T

North Carolina State University

Kathryn A. Butler, & Emily L. Smith	014T
Morgan D. Cobler & Emily L. Smith	006P
Alexandra S. Early, & Emily L. Smith	110P
Jindi Gao, & Xianghe Zhu	048P
Blythe McMillan, Morgan Wooten, Kaitlyn Stewart, Federico Scholcover, Stephen Cauffman, & Celia Henderson	041P
Kaitlyn M. Stewart, & Federico Scholcover	083P
Dylan Smith, & Federico Scholcover	066P

North Central College

Lucas Castelli, & Brianna McAloon	033P
Alexa Zimbelman, Benjamin Wong, Jacob Greenberg, IxChel Leeuwenburgh, Alya Khan, Max Farson, Jordan Nowlin, Bridget O'Brien, Abigail Quinn, Claire Reveles, & Carlos Santamaria	084P

Northern Kentucky University

Onyinye M. Uwolloh	126P
--------------------------	-------------

Ohio University

Haley Appelmann, Andrew Manigault, & Ryan Shorey	068P
Chloe Bedford	095P

Park University

Nicholas Gresham, Haley Schields, Stephanie Betancourt, & Yvonne Dirian	037P
--	-------------

Purchase College-SUNY

Jaya Mallela	059T
--------------------	-------------

Queens University of Charlotte

Lauren Barker	002P
Natane Deruytter	097P

Quinnipiac University

Stephany Rea, & Crystal Pike	054P
------------------------------------	-------------

Saginaw Valley State University

Sophia M. Bradley, & Emma J. Trierweiler	003P
Emma J. Trierweiler, & Sophia M. Bradley	065P

Salisbury University

Mackensie Disbennett, Yasmeen Othman, & Gwynne Richardson	109P
Jessica Harbaugh, & Ashley Olortegui	024T
Ashley Olortegui, & Jessica Harbaugh	064P

Shippensburg University

Kalyn Burger, Leah Heck, Madison Uccellini, & Karli Coole	071P
--	-------------

Siena Heights University

Bethaney Ketola	074P
Nadia Nasri	019P

Southern Nazarene University

Francisco Berrones	085P
Alyssa Carney	086P
Shelby Massey	102P
Noah Pelletier	043P
Bailey Reid	118P

Texas A&M University Kingsville

Sarah Gomez, Sydney Andrews, Marcialo Arredondo, & Tami Holguin	036P
--	-------------

Texas Woman's University

Jamie M. Burditt	107P
------------------------	-------------

Thomas More University

Abigail M. Albrinck, & Lauren Z. Greely	105P
Katherine L. Mapes	113P
Shelby R. Miller, Whitney D. Johnson	017P
Rebekah Nielson	046T

University of Central Florida

Sandra P. Montenegro	029T
----------------------------	-------------

University of Cincinnati

Elizabeth Kozarik, & Alaekhiya Haq	017T
--	-------------

University of Connecticut

Crystal Pike, & Stephany Rea	021P
------------------------------------	-------------

University of Guelph Humber

Siddiq Khan	058T
-------------------	-------------

University of Indianapolis

Allison Anness, Rebekah Sherwood, & Skyla Baird	001P
Kristopher T. Butler	072P
Allison Taylor, Ansley Crutchfield, Elizabeth Ray, Alena Gorman, & Nayoung Jang	125P

University of Lynchburg

Leah Eldred	043T
Adele E. Weaver	026T

University of Michigan

Ranya Alkhayyat, Selena Yue, Megan McFarland, Jessica Alexa, & Alexandru Iordan	012T
--	-------------

University of San Diego

Stephanie Misko018P

University of Southern Indiana

Sydney M. Altmeyer128P

Julie Beshears050T

Joanna Christmas.....047P

University of Texas at Arlington

Michelle K. Bland, & Ashree Subedi070P

Ursuline College

Rebekah Hardy, & Heather Bloeser039P

Maria Regas, & Vanessa Lane130P

Utah State University

Megan Boyce, & Audree Britte060P

Jessica Burgess, Janice Snow, & Alison Buckner032P

Mason Cundick, Brittany Christiansen, & Rebekah
Chino.....007P

Janice Snow090P

Valencia Community College

Amber Heinig.....111P

Virginia Commonwealth University

Nicole M. Concepcion, & Rachel E. Wallace080P

Kayla L. McLean015P

Devin Singh024P

Xuxa Sky Lark, Amy Adkins, Arlenis Santana,
Chloe Walker, Diamond Y. Bravo, & Danielle M.
Dick026P**Wellesley College**

Lydia Guo, & Shreya Huilgol016T

Soren Kernan & Talia Benheim007T

Lian Nicholson021T

Louisa S. Oppenheim053P

West Texas A&M University

Kenedy Douglas054T

Jonathan Gonzalez, & Mun Yee Kwan027T

Westminster CollegeBrooke Berendzen, Allie Cook, Raegan Huhn, &
DeAndre White042TRebecca Bond, Barrett Houska, Anna Oliver,
Keyanna Andrews, & Amanda Davis.....001TJordin N. McGehee, Bria E. Braddock, & Abigail E.
Someralder129P

Chessie Stitzel, Hannah Morris, & Daylen Penn056P

Winthrop University

Veronica Worthington028P

Wittenberg UniversityBriana Gibson, Brooke Miller, Erica Tura, &
Madeleine Fisher.....098P

Jubileen Kombe & Jayson Nowak.....051P

Harley Paul047T

Cassidy Taylor.....049T

Sahaj Vohra, Brandon Dlabik, Troy Jones, &
Jonathon Seay127P**York University**Caren Colaco, Camellia Bryan, Brent Lyons, &
Sabrina Volpone032T

Alyssa A. Di Bartolomeo, & Sonya Varma008P

Cassandra R. Stevenson, & Yvonne Bohr023T

Raha Zolfaghari092P

Sponsors

Anderson University

Dr. Laura Stull 002T, 009T, 013T,
020T, 030T, 045T, 051T, 053T,
056T, 060T, 061T, 062T, 063T

Arkansas State University

**Dr. Meagan Medley & Dr.
Margaret Hance**044T
Dr. Amy Pearce103P
Dr. Heloisa Cursi-Campos 088P

Auburn University

Dr. Sarah Lust075P

Ball State University

Dr. Daniele Nardi042P

Bemidji State University

Dr. Travis Ricks041T

Berea College

Dr. Dave Porter108P

Bethany College

Dr. Diane Snyder004P

Brescia University

Dr. Rachel Besing099P
Mrs. Vicki Will115P

California State Fullerton

Dr. Patricia Literte057T

California State Polytechnic University Pomona

Dr. Kevin Autry035T
Dr. Viviane Seyranian116P

Carlow University

Dr. Stephanie Wilsey087P

Case Western Reserve University

Dr. Anastasia Dimitropoulos
.....003T, 034T
Dr. Lee Thompson057P

Catawba College

Dr. Sheila Brownlow 030P, 035P,
062P, 067P

Coastal Carolina University

Dr. Terry Pettijohn .004T, 018T,
033T

Covenant College

Dr. Carole Yue 027P, 038P, 045P,
061P, 089P, 120P, 123P
Dr. David Washburn 036T, 044P

Drury University

Dr. Mary Utley121P

Earlham College

Dr. Maggie Thomas063P

Eastern Illinois University

Dr. Jeffrey Stowell114P

Eastern Kentucky University

Dr. Hung-Tao Chen037T
Dr. Jonathan Gore ...078P, 093P
Dr. Richard Osbaldiston .011P,
016P, 022P, 023P, 050P, 052P,
073P, 077P, 079P, 081P, 082P,
122P, 124P

Eastern Michigan University

Dr. Chong Man Chow010P,
059P, 117P
Dr. Rusty McIntyre052T

Franklin College

Dr. Jamie Bromley094P
Dr. Ryan Rush 005P, 029P, 031P,
034P

Georgia College & State University

Dr. Stephanie Jett ...038T, 008T,
039T, 040T, 055T

Huntington University

Dr. Becky Benjamin015T

Indiana University Southeast

Dr. Aimee Adam048T

Kean University

Dr. Franklin Turner009P

Kent State University Geauga

Dr. Julie Evey ...010T, 022T, 028T
Dr. Michelle Rivers040P

Lake Superior State University

Dr. H. Russell Searight055P,
091P
Dr. Kesong Hu .014P, 106P, 119P
Dr. Kristina Olson-Pupek 012P,
011T, 019T, 020P, 025P, 049P

Lee University

Dr. Bryan Poole104P

Louisiana State University

Dr. Don Zhang096P

McDaniel College

Dr. Holly Chalk 058P, 069P, 100P,
112P

Mercer University

Dr. Sara Appleby046P

Metropolitan State University

Dr. Jessica Blaxton076P

Mount Royal University

Dr. Mitch Clark006T

Mount Saint Mary's University

Dr. Julia Tang013P
Dr. Michelle Samuel025T

North Carolina State University
Dr. Douglas Gillan ... 041P, 083P
Dr. Shevaun Neupert006P,
 014T, 048P, 110P
Dr. Doug Gillan066P

North Central College
Dr. Daniel VanHorn033P
Dr. Michael Stefanik084P

Northern Kentucky University
Dr. Douglas Krull126P

Ohio University
Dr. Julie Suhr095P
Dr. Peggy Zoccola068P

Park University
**Dr. Andrew Johnson & Dr.
 Pooya Naderi**037P

Purchase College-SUNY
Dr. Yanine Hess059T

Queens University of Charlotte
Dr. Jennifer Samson 002P, 097P

Quinnipiac University
Dr. Kim O'Donnell054P

Saginaw Valley State University
Dr. Travis Pashak 003P, 065P

Salisbury University
Dr. Michele Schlehofer ...024T,
 064P
Dr. Rachel Steele109P

Shippensburg University
Dr. Amber Norwood071P

Siena Heights University
Dr. Jeffrey Lindstrom019P
Dr. Milson Luce074P

Southern Nazarene University
Dr. Anna Harper086P, 118P
Dr. Ronald Wright043P, 102P
Dr. Scott Drabenstot085P

Texas A&M University Kingsville
Dr. Amber Shipherd036P

Texas Woman's University
Dr. Gabrielle Smith107P

Thomas More University
Dr. Lawrence Boehm113P,
 017P, 046T, 105P

University of Central Florida
Dr. Steve Jex029T

University of Cincinnati
Dr. Heidi Kloos017T

University of Connecticut
Dr. Kim O'Donnell021P

University of Guelph Humber
Dr. Alice Kim058T

University of Indianapolis
Dr. Erin Fekete072P
Dr. Jordan Waldron001P
Dr. Kathryn Boucher125P

University of Lynchburg
Dr. Alisha Marciano043T
Dr. Virginia Cylke026T

University of Michigan
Dr. Patricia Reuter-Lorenz 012T

University of San Diego
Dr. Stephen Pearlberg018P

University of Southern Indiana
Dr. Laurel Standiford047P
Dr. Urska Dobersek .050T, 128P

University of Texas at Arlington
Dr. Lauri Jensen-Campbell 070P

Ursuline College
Dr. Christopher Edmonds 039P,
 130P

Utah State University
Dr. Crissa Levin 032P, 060P, 090P
**Dr. Crissa Levin & Dr. Jennifer
 Grewe**007P

Valencia Community College
Dr. Melonie Sexton111P

Virginia Commonwealth University
Dr. Amy Adkins024P
Dr. Chelsea Williams026P
Dr. Jasmin Vassileva015P
Dr. Scott Vrana080P

Wellesley College
Dr. Margaret Keane 007T, 016T
Dr. Stephen Chen053P
Dr. Tracy Gleason021T

West Texas A&M University
Dr. Keith Price054T
Dr. Victoria Salas027T

Westminster College
Dr. Abby Coats001T, 042T
Dr. Mandy Medvin056P, 129P

Winthrop University
Dr. Matthew Hayes028P

Wittenberg University
Dr. William Davis 047T, 049T, 051P,
 098P, 127P

York University
Dr. Brent Lyons032T
Dr. Regina Schuller092P
Dr. Skye Fitzpatrick008P
Dr. Yvonne Bohr023T

Countries & States Represented

Canada

Mount Royal University

Calgary, AB T3E6K6 Canada

University of Guelph Humber

Etobicoke, ON M9W5L7 Canada

York University

Toronto, ON M3J1P3 Canada

Alabama

Auburn University

Auburn, AL 36849 USA

Arkansas

Arkansas State University

Jonesboro, AR 72467 USA

California

California State Fullerton

Fullerton, CA 92831 USA

California State Polytechnic

University Pomona

Pomona, CA 91768 USA

Mount Saint Mary's University

Los Angeles, CA 90049 USA

University of San Diego

San Diego, CA 92110 USA

Connecticut

Quinnipiac University

Hamden, CT 06518 USA

University of Connecticut

Storrs, CT 06296 USA

Florida

University of Central Florida

Orlando, FL 32816 USA

Valencia Community College

Orlando, FL 32811 USA

Georgia

Covenant College

Lookout Mountain, GA 30750 USA

Georgia College & State University

Milledgeville, GA 31061 USA

Mercer University

Macon, GA 31207 USA

Illinois

Eastern Illinois University

Charleston, IL 61920 USA

North Central College

Naperville, IL 60540 USA

Indiana

Anderson University

Anderson, IN 46012 USA

Ball State University

Muncie, IN 47306 USA

Earlham College

Richmond, IN 47374 USA

Franklin College

Franklin, IN 46131 USA

Huntington University

Huntington, IN 46750 USA

Indiana University Southeast

New Albany, IN 47150 USA

University of Indianapolis

Indianapolis, IN 46227 USA

University of Southern Indiana

Evansville, IN 47712 USA

Kentucky

Berea College

Berea, KY 40404 USA

Brescia University

Owensboro, KY 42301 USA

Eastern Kentucky University

Richmond, KY 40475 USA

Northern Kentucky University

Highland Heights, KY 41076 USA

Thomas More University

Crestview Hills, KY 41017 USA

Louisiana

Louisiana State University

Baton Rouge, LA 70803 USA

Massachusetts

Wellesley College

Wellesley, MA 02481 USA

Maryland

McDaniel College

Westminster, MD 21157 USA

Salisbury University

Salisbury, MD 21801 USA

Michigan

Eastern Michigan University

Ypsilanti, MI 48197 USA

Lake Superior State University

Sault Sainte Marie, MI 49783 USA

Saginaw Valley State University

Saginaw, MI 48710 USA

Siena Heights University

Adrian, MI 49221 USA

University of Michigan

Ann Arbor, MI 48109 USA

Minnesota

Bemidji State University

Bemidji, MN 56601 USA

Metropolitan State University

Saint Paul, MN 55106 USA

Missouri

Drury University

Springfield, MO 65802 USA

Park University

Parkville, MO 64152 USA

Westminster College

Fulton, MO 65251 USA

North Carolina

Catawba College

Salisbury, NC 28144 USA

North Carolina State University

Raleigh, NC 27695 USA

Queens University of Charlotte

Charlotte, NC 28274 USA

New Jersey

Kean University

Union, NJ 07083 USA

New York

Purchase College - SUNY

Purchase, NY 10577 USA

Ohio

Case Western Reserve University

Cleveland, OH 44106 USA

Kent State University Geauga

Burton, OH 44021 USA

Ohio University

Athens, OH 45701 USA

University of Cincinnati

Cincinnati, OH 45221 USA

Ursuline College

Pepper Pike, OH 44124 USA

Wittenberg University

Springfield, OH 45504 USA

Oklahoma

Southern Nazarene University

Bethany, OK 73008 USA

Pennsylvania

Carlow University

Pittsburgh, PA 15213 USA

Shippensburg University

Shippensburg, PA 17257 USA

Westminster College

New Wilmington, PA 16172 USA

South Carolina

Coastal Carolina University

Conway, SC 29526 USA

Winthrop University

Rock Hill, SC 29733 USA

Tennessee

Lee University

Cleveland, TN 37311 USA

Texas

Texas A&M University Kingsville

Kingsville, TX 78363 USA

Texas Woman's University

Denton, TX 76204 USA

University of Texas at Arlington

Arlington, TX 76019 USA

West Texas A&M University

Canyon, TX 79015 USA

Utah

Utah State University

Logan, UT 84322 USA

Virginia

University of Lynchburg

Lynchburg, VA 24501 USA

Virginia Commonwealth University

Richmond, VA 23220 USA

West Virginia

Bethany College

Bethany, WV 26032 USA