

37th Annual Mid-America Undergraduate Psychology Research Conference (MAUPRC)

Saturday, April 21, 2018

**Eastern Illinois University
Charleston, IL**

Sponsored by the Psychology Departments of

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

Notes

Conference Schedule

- ➞ 7:00 – 8:00 Check-in | Registration | Continental Breakfast
- ➞ **8:00 – 9:15 Session 1**
- ➞ 9:15 – 9:30 Break
- ➞ **9:30 – 10:45 Session 2**
- ➞ 10:45 – 11:00 Break
- ➞ **11:00 – 12:15 Session 3**
- ➞ 12:15 – 12:30 Break
- ➞ 12:30 – 1:45 Lunch | Welcome | Keynote Address:
Dr. William Addison, Professor,
Psychology Department, Eastern Illinois University
Academic Maturity in College Students.
- ➞ 1:45 – 2:00 Break
- ➞ **2:00 – 3:15 Posters**
- ➞ 3:15 – 3:30 Break
- ➞ **3:30 – 4:45 Session 4**
- ➞ 4:45 – 5:00 Wrap Up

General Information

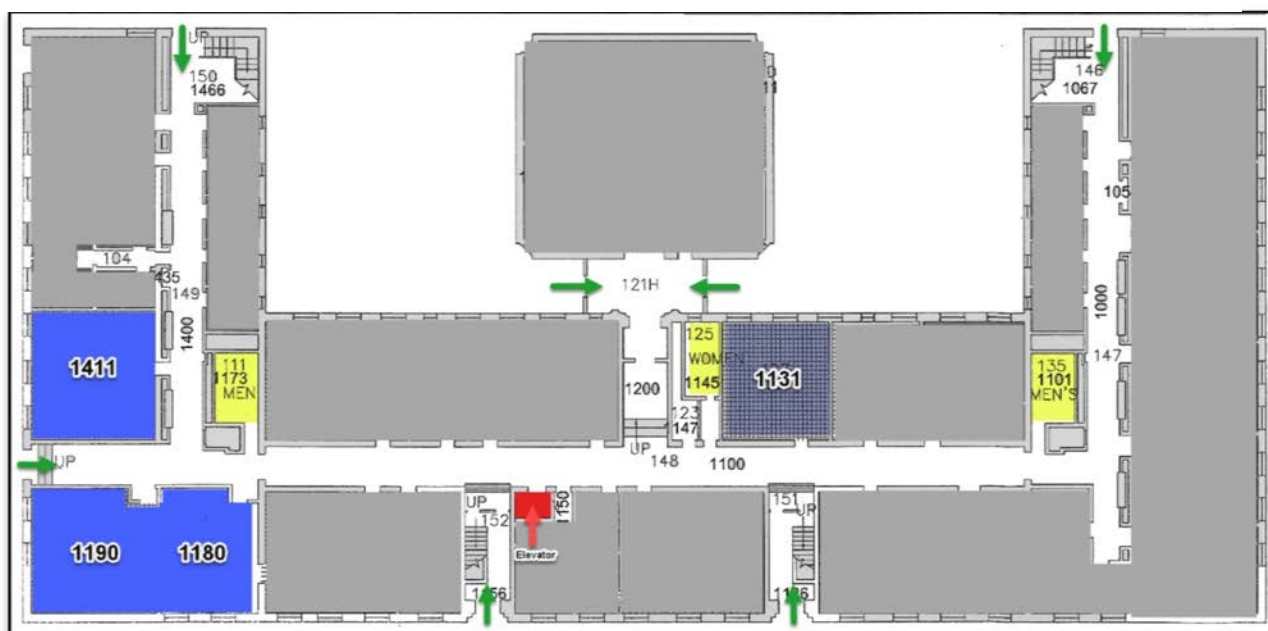
- The MAUPRC will take place in the Physical Sciences Bldg (PSB).
- Check-in/Registration, Breakfast, & Wrap-up will be in room #1180.
- Lunch will be held in the University Ballroom in the Martin Luther King Jr University Union. [Follow the crowd.]
- Each paper presentation is identified in the program with a 3 character code.
"4C3" refers to the 4th Session, in room C, the 3rd paper.

Session Room Code	Rooms
A	#2120
B	#2110
C	#2437
D	#1190
E	#1411
Posters (P)	Hallway

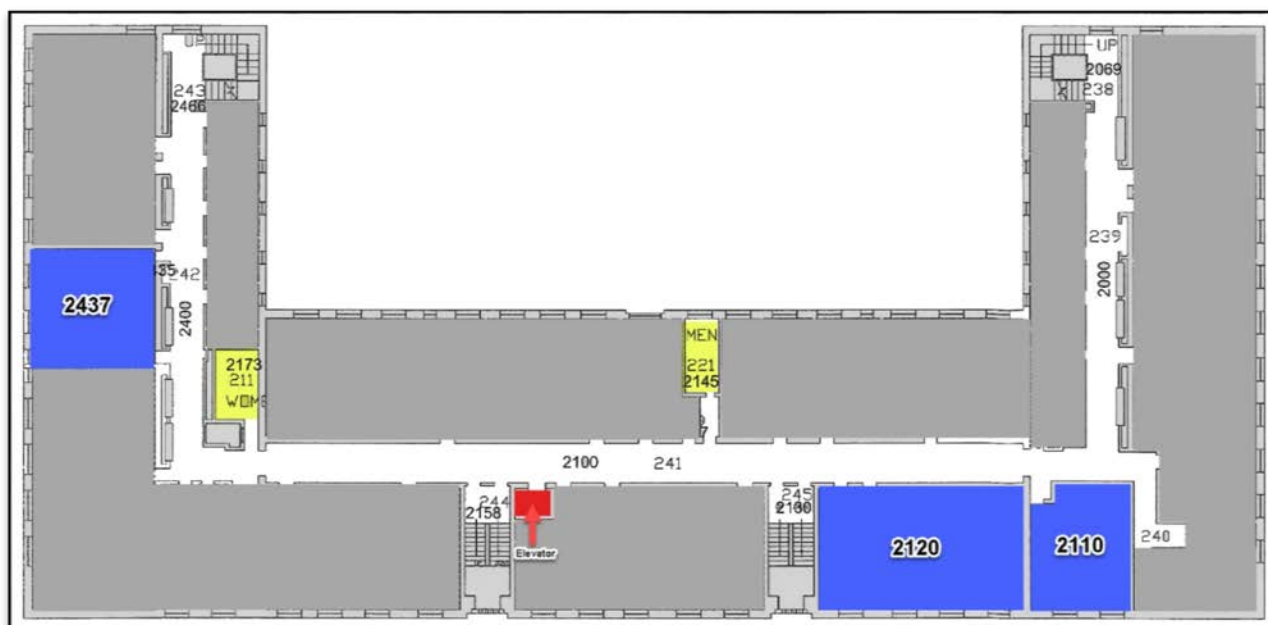
Conference Building & Rooms

Physical Sciences Bldg.

First Floor



Second Floor



Conference Etiquette

In order for the conference to maintain a professional atmosphere and efficient order, we urge all in attendance to adhere to a few simple guidelines:

- If you are a presenter, report to the room where your presentation is scheduled before your session and introduce yourself to your moderator so s/he knows you are there and how to pronounce your name during the introductions.
- Be sure to turn off your cell phone during paper sessions.
- Do not enter a session while a presentation is in progress and, if you must leave a session before it is over, wait until the break between presentations.
- Minimize unnecessary noise and conversation, both immediately outside and inside conference rooms.
- When presenting a paper, keep within the time limits so that subsequent presenters have sufficient time and sessions can be maintained on schedule.
- Engage in scholarly discussions, but show courtesy to the presenter.
- Wear your nametag prominently to facilitate communication and to identify you as an official registrant.
- Plan to stay for the entire conference (i.e., do not present your paper and then leave). Your presence as an audience member is a demonstration of support for your fellow presenters.
- Abide by the host institution's smoking policies.

Wireless Internet & Social Media

Wireless access during the conference is available by selecting the EIU Wireless Network ("eiuwifi"), then clicking on the "Request a Guest Account" button and filling out the required information.

Once you sign into the network, SafeConnect will check to see if your device is in compliance with our network policy. If it is in compliance you will be presented with a page that says "Welcome to EIU wifi".

If it is not in compliance with our network policy, you will be presented with a page that will say "Action Required."

This year's conference includes a real-time social media interface!

 #MAUPRC

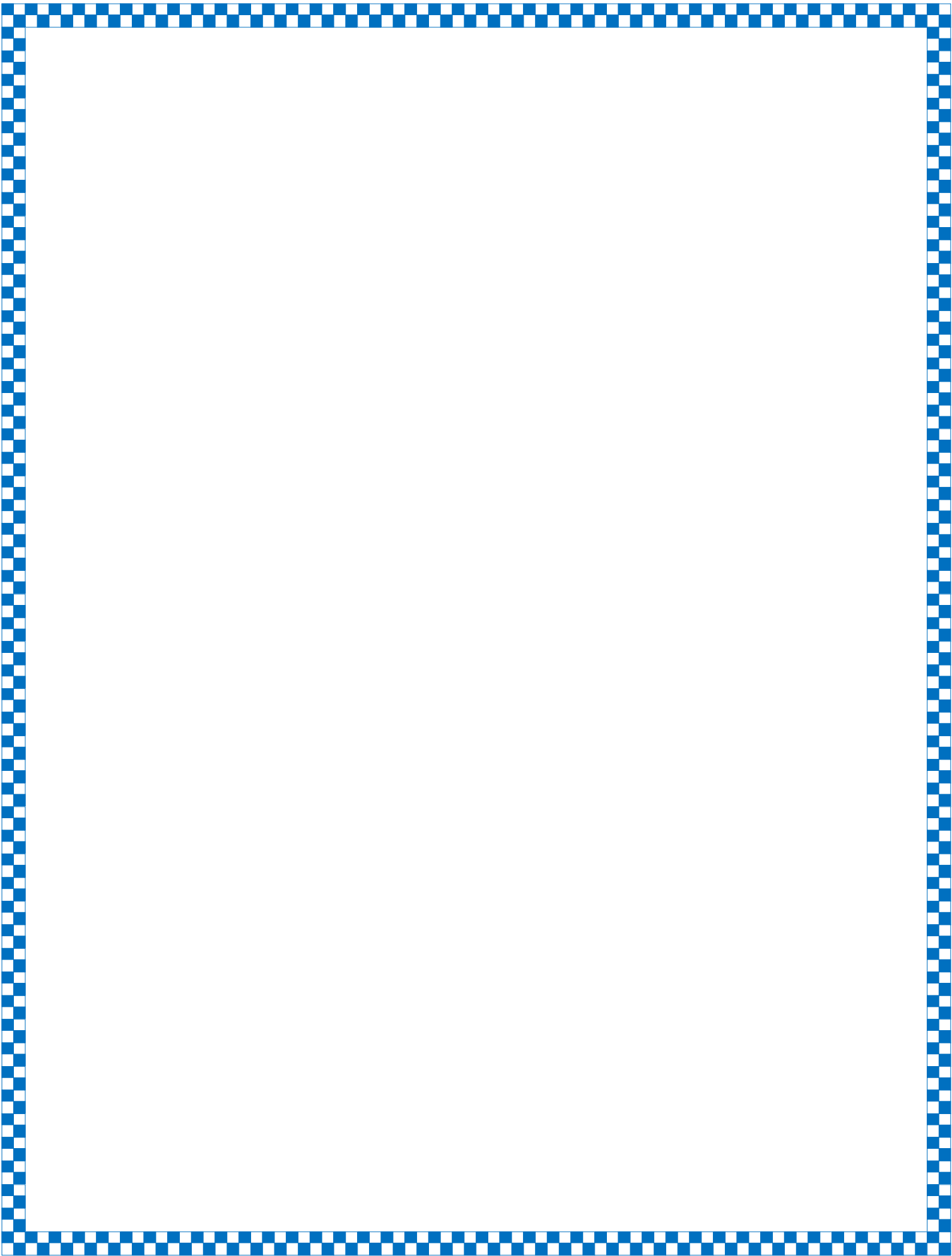


The 2018 MAUPRC very much appreciates the generous support of **Eastern Illinois University's**

- ➔ **Sandra and Jack Pine Honors College**
 - ➔ **College of Sciences Dean's Office** and the
 - ➔ **Office of the Vice President for Academic Affairs**
-

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Sessions



Session 1A**PSB#2120**Moderator: **Stephanie Simon-Dack—Ball State University**

- 8:00 AM – 8:12 AM Externalizing Classroom Student Behaviors: Examining the Stability of Direct Observations. **Emily Icenogle, Nicole Estrada, & Jordin Kirk**. Eastern Illinois University. Sponsored by Dr. Margaret Floress. [See abstract **1A1**]
- 8:15 AM – 8:27 AM Self Efficacy and Coping Skills in People with Parental Chronic Illness. **Delaney Roegner**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1A2**]
- 8:30 AM – 8:42 AM Daughters' Perception Of Maternal Body Image. **Colleen Murray**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1A3**]
- 8:45 AM – 8:57 AM The Effects of Exercise on Executive Function in Children Aged 8-14 with ADHD. **Anna V. Allen**. Ball State University. Sponsored by Dr. Stephanie Simon-Dack. [See abstract **1A4**]
- 9:00 AM – 9:12 AM Sexual Media and Asexual Prejudice. **Kayla A. Dick**. University of Southern Indiana. Sponsored by Dr. Katherine Daniels. [See abstract **1A5**]

Session 1B**PSB#2110**Moderator: **Aimee Mark—University of Southern Indiana**

- 8:00 AM – 8:12 AM Prior Knowledge of, Exposure to, and Openness towards Autism. **Barbara M. Castellano**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1B1**]
- 8:15 AM – 8:27 AM The Attitudes that are Affected by Sexualizing Women in Media. **Kikki Collins**. University of Southern Indiana. Sponsored by Dr. Aimee Mark. [See abstract **1B2**]
- 8:30 AM – 8:42 AM Role of Justification Beliefs in Evaluation of Arguments. **Lauren Dillard, Shelby Griggs & Victoria West**. University of Southern Indiana. Sponsored by Dr. Srikanth Dandotkar. [See abstract **1B3**]
- 8:45 AM – 8:57 AM The Association between Preparation Time and Communication Apprehension in a Public Speaking Course. **Jennifer Percy, Christopher Westra, Kristin Sutter, & Rebekah Rose**. Huntington University. Sponsored by Dr. Rebecca Benjamin. [See abstract **1B4**]
- 9:00 AM – 9:12 AM Invisible Illnesses and Emotional Appeals: Trust and Acceptance on Crowdfunding Platforms. **Ariann Beckham & Paulina Doran**. Drury University. Sponsored by Dr. Mary Utle. [See abstract **1B5**]

Session 1C**PSB#2437**Moderator: **Maggie Thomas—Earlham College**

- 8:00 AM – 8:12 AM The Effect of Mood Induction on Implicit Racial Biases. **Ka' Rita Eddings, Larissa Lamb, & Angelica Wade**. Drury University. Sponsored by Dr. Jennifer Silva Brown. [See abstract **1C1**]
- 8:15 AM – 8:27 AM Spending Habits and Behaviors Among Emerging Adults Who Attend College. **Kristen Laws**. Earlham College. Sponsored by Dr. Kathy Milar. [See abstract **1C2**]
- 8:30 AM – 8:42 AM Play Behavior and Childhood Occupations. **Corrine Slabach**. Eastern Illinois University. Sponsored by Dr. William Addison. [See abstract **1C3**]
- 8:45 AM – 8:57 AM Attitude Toward Premarital Counseling Based on Religiosity and Family-of-Origin. **Kaylee M. McDonald**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1C4**]
- 9:00 AM – 9:12 AM Can Making Attributions Ease Envy? **Tung T. Bui**. Wabash College. Sponsored by Dr. Robert Horton. [See abstract **1C5**]

Session 1D**PSB#1190**Moderator: **Ryan Rush—Franklin College**

- 8:00 AM – 8:12 AM Color/Emotion Association Cross Culturally. **Kate Ryder**. University of Southern Indiana. Sponsored by Dr. Aimee Adam. [See abstract **1D1**]
- 8:15 AM – 8:27 AM Rate My Professor (Solely On Gender). **Melissa Bryant, Logan Battle, & Kelsey Green**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **1D2**]
- 8:30 AM – 8:42 AM The Combined Effects of Change Blindness and Social Conformity on Change Detection. **Kaitlyn Luley, Brayden Jones, & Kyle Davidson**. Drury University. Sponsored by Dr. Mary Utey. [See abstract **1D3**]
- 8:45 AM – 8:57 AM Look Who's Talking Now: The Effects of Group Membership on Stereotype Humor. **Alyssa Miller**. Thomas More College. Sponsored by Dr. Maria McLean. [See abstract **1D4**]
- 9:00 AM – 9:12 AM Fortnite: The Effects of Solo vs. Squad Play Has on Aggression. **John Finley**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **1D5**]

Session 1E**PSB#1411**Moderator: **Abby Coats—Westminster College**

- 8:00 AM – 8:12 AM Impact of Anger on Athletic Performance. **TJ Kilbourne**. Wabash College. Sponsored by Dr. Robert Horton. [See abstract **1E1**]
- 8:15 AM – 8:27 AM The Effect of Multitasking with Music on Word Recognition. **Austin Sellers & Amy Lorenz**. Marian University. Sponsored by Dr. Jeff Kellogg. [See abstract **1E2**]
- 8:30 AM – 8:42 AM Male Perception of Masculinity and its Effect on Bullying and Mental Well-Being. **Joe A. Grossman**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1E3**]
- 8:45 AM – 8:57 AM Fidget Toys and Memory. **Garrett Shugart**. University of Southern Indiana. Sponsored by Dr. Francesca Ortengren. [See abstract **1E4**]
- 9:00 AM – 9:12 AM Treating Mental Illness: Preparedness and Attitudes of Nursing Students. **Kirstin Crawford**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **1E5**]

Session 2A**PSB#2120**Moderator: **Laura Stull—Anderson University**

- 9:30 AM – 9:42 AM Exploring the Impact of Gender and Sexual Orientation on Perceptions of Intimate Partner Violence. **Caitlin M. Gasper, Anna M. Hood, & Amber M. McMillian**. Drury University. Sponsored by Dr. Jennifer Silva Brown. [See abstract **2A1**]
- 9:45 AM – 9:57 AM Technology Usage in the Classroom. **Amelia Ebbesmeyer**. Central Methodist University. Sponsored by Dr. Jacqueline Anson. [See abstract **2A2**]
- 10:00 AM – 10:12 AM The Effects of Music on Mental Wellness. **Bailey Barkdull**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **2A3**]
- 10:15 AM – 10:27 AM Preconceived and Influenced Stereotypes of Females in the Growing Sport of Mixed Martial Arts. **Miranda R. Maverick**. Drury University. Sponsored by Dr. Richard Schur. [See abstract **2A4**]
- 10:30 AM – 10:42 AM Music and Performance. **Christine Olijnyk & Jessica Harberts**. St. Norbert College. Sponsored by Dr. Paul Ngo. [See abstract **2A5**]

Session 2B**PSB#2110**Moderator: **Isaac Hunter—Earlham College**

- 9:30 AM – 9:42 AM Stroop Interference in Shapes and Words. **Kaitlynn Baltzell**. Eastern Illinois University. Sponsored by Dr. Jeffrey Stowell. [See abstract **2B1**]
- 9:45 AM – 9:57 AM First Generation students and their commitment to school. **Amey K Dice**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **2B2**]
- 10:00 AM – 10:12 AM Effect of Level of Detail in Asylum Seeker's Narratives on the Granting of Refugee Status. **Selina Hardt**. Earlham College. Sponsored by Dr. Kathy Milar. [See abstract **2B3**]
- 10:15 AM – 10:27 AM Exploring the Usage and Perceptions of Social Media. **Emma Guenthner, Hyeonji Kim, Gyeongun Lee, Lucy McAfee, Quynh Nguyen, & Krista Williams**. Earlham College. Sponsored by Dr. Isaac Hunter. [See abstract **2B4**]
- 10:30 AM – 10:42 AM Gender and Personality as Predictors of Eyewitness Memory Accuracy. **James E. Harness**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **2B5**]

Session 2C**PSB#2437**Moderator: **Katherine Daniels—University of Southern Indiana**

- 9:30 AM – 9:42 AM Self-Efficacy and Academic Achievement of Spanish Language Learners. **Rebecca Teller**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **2C1**]
- 9:45 AM – 9:57 AM Let's Talk about Sex, Baby: Communication between Casual Sexual Partners in the College Hookup Culture. **Carly Wolfer, Tammy English, & Jami Ake**. Washington University in St. Louis. Sponsored by Dr. Tammy English. [See abstract **2C2**]
- 10:00 AM – 10:12 AM An Analysis of Religious Acceptance: Indianapolis, IN. **Jessica Dupree**. Butler University. Sponsored by Dr. Chad Bauman. [See abstract **2C3**]
- 10:15 AM – 10:27 AM Information Warfare: Social Media as a Method for Political Influence. **Garrett M. Henderson**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **2C4**]
- 10:30 AM – 10:42 AM Gender Differences in Online and Traditional Dating. **Brooklyn Sanders**. University of Southern Indiana. Sponsored by Dr. Francesca Ortengren. [See abstract **2C5**]

Session 2D**PSB#1190**Moderator: **Ronan Bernas—Eastern Illinois University**

- 9:30 AM – 9:42 AM Perceptions of Professionalism. **Hannah E. Miller**. University of Southern Indiana. Sponsored by Dr. Aimee Mark. [See abstract **2D1**]
- 9:45 AM – 9:57 AM Racial and Appearance Biases in Mock Trial Decisions Regarding a Heroin Possession Charge. **Brianna Emery, Tyler Musial, & Erin Meyer**. Lorain County Community College. Sponsored by Mr. James Jordan. [See abstract **2D2**]
- 10:00 AM – 10:12 AM The Effects of a Title on Performance. **Ian M. Nesbitt**. University of Southern Indiana. Sponsored by Dr. Sidney Hall. [See abstract **2D3**]
- 10:15 AM – 10:27 AM College Students' Perceptions of Autism. **Ramsey Warren**. Thomas More College. Sponsored by Dr. Maria McLean. [See abstract **2D4**]
- 10:30 AM – 10:42 AM Spatial Reorientation Using Audition: Do Humans Encode Ambiguous Stimuli? **Josie Clark**. Eastern Illinois University. Sponsored by Dr. Daniele Nardi. [See abstract **2D5**]

Session 2E**PSB#1411**Moderator: **Eric Olofson—Wabash College**

- 9:30 AM – 9:42 AM Developing a New Scale to Examine Fathers' Parental Behavior. **Kirby T. A. Cox**. Wabash College. Sponsored by Dr. Eric Olofson. [See abstract **2E1**]
- 9:45 AM – 9:57 AM Predicting Emotion Regulation Using a New Measure of Quality Parenting Behaviors. **Alexiz Arellano**. Wabash College. Sponsored by Dr. Eric Olofson. [See abstract **2E2**]
- 10:00 AM – 10:12 AM Attitudes of Occupational Therapy Professionals on Their Role in Weight Management Programs. **Victoria Munson**. Eastern Illinois University. Sponsored by Dr. William Addison. [See abstract **2E3**]
- 10:15 AM – 10:27 AM Decreasing Stigma Against Depression in Chinese International Students. **Elizabeth K. Trader**. Western Kentucky University. Sponsored by Dr. Anthony Paquin. [See abstract **2E4**]
- 10:30 AM – 10:42 AM A Multicultural Approach to Help-Seeking Behavior. **Erin M. Michael & Josephine T. Jedrychowski**. Drury University. Sponsored by Dr. Jennifer Silva Brown. [See abstract **2E5**]

Session 3A**PSB#2120**Moderator: **Rebekah Benjamin—Huntington University**

- 11:00 AM – 11:12 AM Moral Foundations Theory's Association with the Big Five and Narcissism. **Derek A. Fox**. Wabash College. Sponsored by Dr. Robert Horton. [See abstract **3A1**]
- 11:15 AM – 11:27 AM Battle of the Sexes: Homogeneous vs. Heterogeneous Pairs. **Hannah Priskorn, Alyssa Hiple, Hayden Black, & Andrew Natividad**. Huntington University. Sponsored by Dr. Rebecca Benjamin. [See abstract **3A2**]
- 11:30 AM – 11:42 AM The Influence of Question Order and External Stimuli on Sexual and Life Satisfaction. **Kelsey L. Sinclair, Bailey M. Pamperien, & Lindsey A. Hedrick**. Drury University. Sponsored by Dr. Jennifer Silva Brown. [See abstract **3A3**]
- 11:45 AM – 11:57 AM Anxiety Reduction Through Dance. **Dominica F. Dello Iacono**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3A4**]
- 12:00 PM – 12:12 PM Negative Attitudes Surrounding Older Adults with Severe Mental Illness. **Sarah Repp**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3A5**]

Session 3B**PSB#2110**Moderator: **Jacqueline Anson—Central Methodist University**

- 11:00 AM – 11:12 AM Is Free Play Important in the Development of Perceived Social Support? **Sebastian Baxter**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3B1**]
- 11:15 AM – 11:27 AM Personality and Music: Does it Affect Memory? **Christine Parod, Madison Stehle, & Destiny Bolen**. Drury University. Sponsored by Dr. Mary Utey. [See abstract **3B2**]
- 11:30 AM – 11:42 AM Art's Influence on Anxiety for Male and Female Undergraduate Student. **Samantha Haas**. University of Southern Indiana. Sponsored by Dr. Srikanth Dandotkar. [See abstract **3B3**]
- 11:45 AM – 11:57 AM Religious Belief and Forgiveness: Are We Less Willing to Forgive Atheists? **Taylor Garrett, Jacob Smith, & Ryan Humphres**. Jefferson College. Sponsored by Dr. Brandon Whittington. [See abstract **3B4**]
- 12:00 PM – 12:12 PM First Impressions Based on Race. **Holly Short, Emma Myers, & Kia Hreno**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **3B5**]

Session 3C**PSB#2437**Moderator: **Adam Lawson—Eastern Kentucky University**

- 11:00 AM – 11:12 AM Effect of Fidget Spinners on Auditory and Visual Attention. **Rebecca Nelson**. Eastern Illinois University. Sponsored by Dr. Jeffrey Stowell. [See abstract **3C1**]
- 11:15 AM – 11:27 AM Suicide Prevention in Refugee Camps: Effects of Meaning Making and Positive Psychology Interventions on Suicide Prevention Among Afghan Refugees in Europe. **Fatima Jafari**. Westminster College. Sponsored by Dr. Abby Coats. [See abstract **3C2**]
- 11:30 AM – 11:42 AM The Relationship Between Partner Anxiety, Stress and Relationship Flourishing. **Roseanna Duffie**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3C3**]
- 11:45 AM – 11:57 AM Sexual Satisfaction and Stress in Sexual Minorities. **Kathleen Nesbitt-Daly**. Earlham College. Sponsored by Dr. Maggie Thomas. [See abstract **3C4**]
- 12:00 PM – 12:12 PM How Gender Affects Jury Verdict in Sexual Assault Cases. **Jessica Cook & Katelyn McMahon**. Drury University. Sponsored by Dr. Mary Utey. [See abstract **3C5**]

Session 3D**PSB#1190**Moderator: **Urska Dobersek—University of Southern Indiana**

- 11:00 AM – 11:12 AM Performance: Looking at the Effects of Negative, Positive, Oral, and Written Feedback. **Vanessa Hall, Adam Shepherd, & Abigail Jones**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **3D1**]
- 11:15 AM – 11:27 AM Mobile Phone Dependence, Stress and Social Support. **Sarah Roaden**. Thomas More College. Sponsored by Dr. Maria McLean. [See abstract **3D2**]
- 11:30 AM – 11:42 AM The Impact of Music on Heart Rate in Exercising Equines. **Delaney York**. Eastern Illinois University. Sponsored by Dr. Jeffrey Stowell. [See abstract **3D3**]
- 11:45 AM – 11:57 AM Diet-induced Obesity Impairs Male Rat Copulation and Dopamine Synthesis in the Medial Preoptic Area. **Nigel Dao**. Wabash College. Sponsored by Dr. Neil Schmitzer-Torbert. [See abstract **3D4**]
- 12:00 PM – 12:12 PM Tumblr Aesthetic: How Blogging Affects Our Thinking. **M. Abbey Huffine**. University of Southern Indiana. Sponsored by Dr. Urska Dobersek. [See abstract **3D5**]

Session 3E**PSB#1411**Moderator: **Pam Prompsom—DePauw University**

- 11:00 AM – 11:12 AM The Effects of Language on Weight Bias and the Locus of Control. **Olivia Summers**. University of Southern Indiana. Sponsored by Dr. Katherine Daniels. [See abstract **3E1**]
- 11:15 AM – 11:27 AM The Relationship Between Exposure to Intimate Partner Violence as a Child and Adult Romantic Relationship Health. **Marah W. Vasquez**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3E2**]
- 11:30 AM – 11:42 AM Difference in Body Image Perception and Self-Esteem Levels among Male and Female Collegiate Athletes. **Chloe Hassett**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **3E3**]
- 11:45 AM – 11:57 AM Personal Distance and Openness to Personal Information Disclosure. **Dakota S. Jones**. Eastern Illinois University. Sponsored by Dr. Jeffrey Stowell. [See abstract **3E4**]
- 12:00 PM – 12:12 PM The Effect of Induced Mood on Memory. **Jonathan Montoya**. Wabash College. Sponsored by Dr. Preston Bost. [See abstract **3E5**]

Posters

2:00 – 3:15 PM

- Sustained Goal-Setting to Help First Year College Students Self-Regulate. **Bradford McClain & Kendal Emerson**. Thomas More College. Sponsored by Dr. Maria McLean. [See abstract **P01**]
- Gender Differences in Perceptions of Infidelity. **Dawson Meyer**. Hannibal-LaGrange University. Sponsored by Dr. Steven Voss. [See abstract **P02**]
- Combatting Gender Stereotype Threat Present in Mathematics. **Steven Clayton, Lisa Melies, & Darren Defreitas**. Central Methodist University. Sponsored by Dr. Jacqueline Anson. [See abstract **P03**]
- Impact of Sleep Education on College Students. **Cami Etgen**. DePauw University. Sponsored by Dr. Rebecca Achtman. [See abstract **P04**]
- The Role of College Major and Target Age on Deceit Detection. **Eliza Tovizi, Susanne Tindalid, Ben Davis, & Mandi Hoyle**. Westminster College. Sponsored by Dr. Abby Coats. [See abstract **P05**]
- Self-Compassion and Self-Esteem between High and Low Performers among NCAA II Student-Athletes. **Elizabeth Boik & Abbey Huffine**. University of Southern Indiana. Sponsored by Dr. Urska Dobersek. [See abstract **P06**]
- How Psychological Contract Breaches Affect Intent to Leave a University. **Drew Tillman**. Central Methodist University. Sponsored by Dr. Jacqueline Anson. [See abstract **P07**]
- Behavioral and Psychophysiological Measures of Sensation Seeking on Recognition Memory. **Bailey McGuffin, Stephen Cole Plouvier, & Paul Sanford**. Eastern Kentucky University. Sponsored by Dr. Adam Lawson. [See abstract **P08**]
- The Impact of Environmental Factors on the Acquisition of Social Skills. **Seth Sharpe**. Indiana University-Purdue University Columbus. Sponsored by Dr. Kimdy Le. [See abstract **P09**]
- Relationship Between Students' Epistemologies and their Ability to Evaluate Arguments. **Ben Pfingston, Gunnar Lynch, & Lauren Dillard**. University of Southern Indiana. Sponsored by Dr. Srikanth Dandotkar. [See abstract **P10**]
- Correlation of Belief in Free Will and Endorsement of Punishment. **Kylie Tillman**. Central Methodist University. Sponsored by Dr. Jacqueline Anson. [See abstract **P11**]
- Experiences of Domestic Students of Color and First-Generation College Students In STEM. **Quinn Keegan, Brittany Davis, Krista Kaleel, Ayo-Oluwa Laleye, & Estafanie Solis**. DePauw University. Sponsored by Dr. Pamela Propsom. [See abstract **P12**]
- The Effect Legalization of Marijuana has on Illicit Drug Use. **Samantha Northrop**. Hannibal-LaGrange University. Sponsored by Dr. Steven Voss. [See abstract **P13**]
- A Bayesian Reanalysis of Correlations between Cortical Thickness and Strategic Choices in Economic Games. **Jeremy M. Bilfield**. The Ohio State University. Sponsored by Dr. Trisha Van Zandt. [See abstract **P15**]
- Impact of Illicit Drug Use on the Recognition Memory of Both Drug-related and Not Drug-Related Words. **Madison Rucker, Jackson O'Daniel, Amanda Kute, & Paul Sanford**. Eastern Kentucky University. Sponsored by Dr. Adam Lawson. [See abstract **P16**]

- The Experiences of International Collegiate Students in STEM Courses as Examined through Focus Groups. **Sydney Majka, Hira Ahmad, Ivy Li, & Berenice Conteras**. DePauw University. Sponsored by Dr. Pamela Propsom. [See abstract **P17**]
- Relationships Between Facebook and Depression. **Danielle Sears**. Central Methodist University. Sponsored by Dr. Jacqueline Anson. [See abstract **P18**]
- Influence of Stimulus Similarity on Measures of Deception. **Morgan N. Price & Alexandria N. King**. Eastern Kentucky University. Sponsored by Dr. Adam Lawson. [See abstract **P19**]
- Anchoring Effect on Ingroup and Outgroup Comformity. **Berenice Contreras, Andrew Gold, Michael Rivera, & Zhaoyan Liu**. DePauw University. Sponsored by Dr. Rebecca Achtman. [See abstract **P20**]
- Do cross-racial interactions lead to worse eyewitness memory? **Kristyn Lukjan**. University of Louisville. Sponsored by Dr. Keith Lyle. [See abstract **P21**]
- Evaluating Stress Levels of College Seniors Entering the Work Force vs. Graduate School. **Emily Pfeiffer**. Hannibal-LaGrange University. Sponsored by Dr. Steven Voss. [See abstract **P22**]
- Seeing Nice and Being Nice: The Influence of Prosocial Media on Prosocial Behavior. **Kelsi Dye, Abby Joens-Witherow, Meghan Sink, & Sarah Hall**. DePauw University. Sponsored by Dr. Rebecca Achtman. [See abstract **P23**]

Session 4A
PSB#2120

Moderator: **Brandon Whittington—Jefferson College**

- 3:30 PM – 3:42 PM Cultural Adjustment: Relationship between Study Abroad, Self-Esteem and Psychological Resilience. **Audrey T aylor**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4A1**]
- 3:45 PM – 3:57 PM Examining the Relationship between Socioeconomic Status, Type of Exposure to Police, and Current Attitudes. **Tarah J. Collins**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4A2**]
- 4:00 PM – 4:12 PM Physical Activity as a Context for Memory. **Jami Swan & Abigail Crowne**. Eastern Illinois University. Sponsored by Dr. Daniele Nardi. [See abstract **4A3**]
- 4:15 PM – 4:27 PM Perfectionism and Anxiety Following Failure. **Melanie E. Ashworth**. University of Southern Indiana. Sponsored by Dr. Katherine Daniels. [See abstract **4A4**]
- 4:30 PM – 4:42 PM The Effectiveness of "Tech Breaks" to Protect Working Memory Performance From Cell Phone-Related Distractions. **Brian Rice**. Wabash College. Sponsored by Dr. Neil Schmitzer-Torbert. [See abstract **4A5**]

Session 4B
PSB#2110

Moderator: **Rebecca Achtman—DePauw University**

- 3:30 PM – 3:42 PM Employment through the Eyes of an Employer. **Samantha R. Smedley**. University of Southern Indiana. Sponsored by Dr. Aimee Mark. [See abstract **4B1**]
- 3:45 PM – 3:57 PM Inability to Ignore Irrelevant Stimuli: Potential Link between Migraine and Attentional Blink. **A.J. Belden**. Wabash College. Sponsored by Dr. Karen Gunther. [See abstract **4B2**]
- 4:00 PM – 4:12 PM Different Dictionaries: Predictors of Error in Identifying Dog Body Language. **Sarah C. Lozano-Ziebart**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4B3**]
- 4:15 PM – 4:27 PM Teacher Attitudes and Knowledge of Praise as a Classroom Management Strategy. **Madison B. Fisher**. Eastern Illinois University. Sponsored by Dr. Margaret Floress. [See abstract **4B4**]
- 4:30 PM – 4:42 PM Effect of Emotional Intelligence on Conflict Perception in Relationships. **Meredith Caldwell, Bridger Falkenstien, & Isabel Shirey**. Drury University. Sponsored by Dr. Mary Utley. [See abstract **4B5**]

Session 4C
PSB#2437

Moderator: **Jeffrey Stowell—Eastern Illinois University**

- 3:30 PM – 3:42 PM Stress Responses to Visual Threat. **Kierstin Riels**. Ball State University. Sponsored by Dr. Stephanie Simon-Dack. [See abstract **4C1**]
- 3:45 PM – 3:57 PM Effects of Gender and Type of Mental Illness on Mood. **Paige V. Darnell**. Eastern Illinois University. Sponsored by Dr. Jeffrey Stowell. [See abstract **4C2**]
- 4:00 PM – 4:12 PM The Relationships Between God-Love, Self-Love, and Shame-Proneness. **Mitchell Stacy**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4C3**]
- 4:15 PM – 4:27 PM Multi-Tasking and the Effects on Test Performance. **Dayne Merkley**. Thomas More College. Sponsored by Dr. Maria McLean. [See abstract **4C4**]
- 4:30 PM – 4:42 PM The Role of Gender on Bystander Intervention. **Kelsey Baker, Troy Bridges, Bailee Couch, & Justise Northrup**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **4C5**]

Session 4D**PSB#1190**Moderator: **Jeff Kellogg—Marian University**

- 3:30 PM – 3:42 PM Priming, Personality, and Behavior: Interactions and Influences. **Brett Bell, Michelle Herman, & Coral McLaughlin**. Drury University. Sponsored by Dr. Mary Utley. [See abstract **4D1**]
- 3:45 PM – 3:57 PM The Effect of Positive and Negative Information on Fear Conditioning and Different Threat Types. **Rachel Bell**. Marian University. Sponsored by Dr. Jeff Kellogg. [See abstract **4D2**]
- 4:00 PM – 4:12 PM Walking vs Yoga: The Effectiveness of Different Modes of Exercise on Stress. **Karlee Demsey, A. Bailey, C. Nelms & T. Ryan**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **4D3**]
- 4:15 PM – 4:27 PM The Influence of Companion Animals on the Quality of Life of Adolescents. **Madison Harper**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4D4**]
- 4:30 PM – 4:42 PM Beyond A Bruise: When Abuse Becomes Emotional Baggage. **Kayla L. Medaris**. Anderson University. Sponsored by Dr. Laura Stull. [See abstract **4D5**]

Session 4E**PSB#1411**Moderator: **Steven Voss—Hannibal-LaGrange University**

- 3:30 PM – 3:42 PM Rated "A" for Aggression. **MacKenzie Rogers & Megan Goebel**. Franklin College. Sponsored by Dr. Jamie Bromley. [See abstract **4E1**]
- 3:45 PM – 3:57 PM Counselor Characteristics: Is One Type of Gender Perceived to Have Better Counselor Characteristics than the Other? **Alison Sieg**. University of Southern Indiana. Sponsored by Dr. Francesca Ortegren. [See abstract **4E2**]
- 4:00 PM – 4:12 PM Effects of Mindfulness on Standardized Test Performance. **Taylor Carlton & Tessa Watt**. Drury University. Sponsored by Dr. Jennifer Silva Brown. [See abstract **4E3**]
- 4:15 PM – 4:27 PM The Influence of Perfectionism on Anxiety in Response to Failure. **Annalee D. Wilson**. Earlham College. Sponsored by Dr. Kathy Milar. [See abstract **4E4**]

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Abstracts

- [1A1] Externalizing Classroom Student Behaviors: Examining the Stability of Direct Observations. **Emily Icenogle, Nicole Estrada, & Jordin Kirk.** Eastern Illinois University, Sponsored by Dr. Margaret Floress.

Many teachers have difficulty with classroom management and report that managing student misbehavior is one of the hardest parts of their job. School-psychologists are trained to assess, support, and provide intervention solutions to teachers who struggle to effectively manage student behavior. Although research has focused on effective teacher training methods and strategies for classroom intervention, few studies have examined differences between class-wide behavior across grades or the stability of class-wide behavior across observations. Understanding this information is important because this could determine whether additional assessment is needed prior to determining an appropriate intervention recommendation. The aim of this project was to examine the stability of class-wide externalizing behaviors across 28, K-5th grade classrooms. A total of 225, 10-minute direct observation data will be analyzed.

- [1A2] Self Efficacy and Coping Skills in People with Parental Chronic Illness. **Delaney Roegner.** Anderson University, Sponsored by Dr. Laura Stull.

Chronic illness has a high prevalence in the United States, impacting around 40% of adults (Adams, Kirzinger, & Martinez, 2013). Having a parent with a chronic illness may impact a person's coping self-efficacy and well-being (Murphy & Marelich, 2008). The current study examined self-efficacy and coping skills in people who have a parent with a chronic illness, and those without parental chronic illness. The General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) and the Brief COPE Inventory (Carver, 1997), along with a brief demographic questionnaire, were used in assessment. Participants (n = 110) were recruited from a liberal arts university in the Midwest. Findings indicated lower levels of coping skills for those with parental chronic illness, and a positive correlation between self-efficacy and coping skills. These findings support that having parental chronic illness impacts a person. More research on the topic is needed.

- [1A3] Daughters' Perception Of Maternal Body Image. **Colleen Murray.** Anderson University, Sponsored by Dr. Laura Stull.

The purpose of the current study was to investigate the relationship in females between body-esteem and perception of maternal body image. Participants (n = 74) were asked to complete a survey that included the Body-Esteem Scale Revised (Frost, Franzoi, Oswald, & Shields, 2017) and the Maternal Attitudes toward Physical Appearance (Cash, 2000; Rieves & Cash, 1996). Demographic questions also were asked. It was hypothesized that there would be a negative correlation between body-esteem and maternal appearance orientation, a negative correlation between body-esteem and maternal overweight preoccupation, and a positive correlation between body-esteem and maternal appearance evaluation. Data will be analyzed and discussed.

- [1A4] The Effects of Exercise on Executive Function in Children Aged 8-14 with ADHD. **Anna V. Allen.** Ball State University, Sponsored by Dr. Stephanie Simon-Dack.

The current study examined the effects of exercise on executive function in children aged 8 to 14 previously diagnosed with attention deficit hyperactivity disorder and currently using stimulant medication. Using a counterbalanced design, participants completed a cognitive task either after a 30-minute acute bout of exercise or after taking stimulant medication and watching a movie clip. The current study utilized a modified Eriksen flanker task measuring executive function. Specifically, researchers examined neural cognitive regulation when making an error. The error-related negativity (ERN) is a robust neural index of self-monitoring and cognitive inhibition during task-performance. Event-related potentials (ERPs) were recorded using a 32-channel electroencephalograph (EEG). Behavioral data was also recorded, reflecting reaction time and accuracy. This project was supported in part by an Undergraduate Honors Fellowship, funded by The Honors College, Ball State University.

[1A5] Sexual Media and Asexual Prejudice. **Kayla A. Dick**. University of Southern Indiana, Sponsored by Dr. Katherine Daniels.

Research in the LGBT community has expanded but continues to ignore sexual minorities such as asexuality. Previous research (MacInnis & Hodson, 2012; Hoffarth, Drolet, Hodson, & Hafer, 2016) suggests that individuals who display high right-wing authoritarianism (RWA) characteristics also appear to have higher rates of prejudice toward asexual people. The current study examines how sexualized media affects prejudice towards asexual people and if there is a relationship with RWA characteristics. These participants watched a short video, either on glaciers or a heterosexual couple kissing prior to having sex and then were asked to fill out surveys to also assess their attitudes toward asexual people. It is hypothesized that individuals with higher RWA scores will have the highest amount of prejudice toward asexual people and those who have watched the sexual video will show more prejudice than those who did not. Results will be analyzed and discussed.

[1B1] Prior Knowledge of, Exposure to, and Openness towards Autism. **Barbara M. Castellano**. Anderson University, Sponsored by Dr. Laura Stull.

Past research examining negative attitudes about stigmatized groups has found that increased knowledge and exposure is one method for improving attitudes. The purpose of this research was to determine how participant's knowledge and exposure affect their attitudes of autism. Participants in the current study completed an online survey that assessed knowledge of autism, level of contact, and amount of openness towards individuals with autism. Overall, participants had high levels of knowledge about autism. However, participants scored low in exposure to autism. There were significant correlations found among knowledge, exposure, and attitudes of autism. This research has found that knowledge was positively correlated with openness and exposure was positively correlated with openness. It may be that if college students are more accepting and open towards peers with autism, then their peers may feel a greater sense of belonging on their college campus.

[1B2] The Attitudes that are Affected by Sexualizing Women in Media. **Kikki Collins**. University of Southern Indiana, Sponsored by Dr. Aimee Mark.

Media is consistently present throughout our day, oftentimes featuring sexual content. This content is likely to be salient and memorable (e.g., King, McClelland, & Furnham, 2015). Whether it is featured in ads or programming, one may wonder whether the sexually explicit content we are exposed to affects our own thoughts and sexual behavior. Participants are randomly assigned to either watch a sexual media clip or watch a non-sexualized media clip. Participants then complete a series of questions pertaining to their likelihood of engaging in risky sexual behaviors and how they perceive others who engage in sexual behaviors. Data collection is ongoing but it is anticipated that participants exposed to media with sexual content will be more likely to engage of and approve of risky sexual behaviors compared to those not exposed to media with sexual content.

[1B3] Role of Justification Beliefs in Evaluation of Arguments. **Lauren Dillard, Shelby Griggs & Victoria West**. University of Southern Indiana, Sponsored by Dr. Srikanth Dandotkar.

Growing evidence suggests that students' beliefs about knowledge and learning, their epistemologies, correlate with their academic performance. One key aspect of academic performance crucial to college students is argument evaluation. This study examined the relationship between students' epistemologies and their ability to evaluate arguments. Participants evaluated arguments and took an epistemic survey before recalling the arguments. We hypothesized that students who relied highly on justification by multiple sources (JMS) and less on personal justification (JP) and justification by authority (JA) would evaluate arguments more accurately than their counter parts. Results suggest that students who relied highly on JMS evaluated arguments more accurately than those who relied less on JMS. These findings suggest that there is an important relationship between epistemological beliefs and effective argument evaluation; focusing on developing this can enhance students' evaluative skills.

- [1B4] The Association between Preparation Time and Communication Apprehension in a Public Speaking Course. **Jennifer Pearcy, Christopher Westra, Kristin Sutter, & Rebekah Rose.** Huntington University, Sponsored by Dr. Rebecca Benjamin.

Communication Apprehension (CA) is a prevalent issue within the realm of public speaking. Many researchers have explored the relationships between CA and preparation time. Prior research has found that an increase in preparation time may result in a decrease of speech anxiety. The researchers measure CA throughout the process of speech preparation. The participant pool is composed of undergraduate students in an introductory public speaking course at a small, private Midwestern university. Students are 18-25 years of age. Participants were asked to report the amount of time spent preparing for the speech and to complete anxiety inventories twice during the preparation process. The researchers hypothesize that increased time spent preparing will be associated with decreases in CA and lower levels of anxiety prior to speech performance. This research has the potential to provide support for anxiety reduction tactics within the realm of public speaking.

- [1B5] Invisible Illnesses and Emotional Appeals: Trust and Acceptance on Crowdfunding Platforms. **Arianna Beckham & Paulina Doran.** Drury University, Sponsored by Dr. Mary Utle.

This study's goal was to measure the effects of disability visibility and valence on attitudes and trust. Prior research has shown that unseen symptoms are viewed by bystanders more unfavorably (Davis, 2005). Others have noted declines in the trust of spectators viewing negative content, but rises in trust with positive content (Bozoyan & Vogt, 2016). Quantitative study of both factors in online contexts is scarce. Participants were shown a crowdfunding campaign of a person with a visible or invisible disability and a negative or positive description. Target perceptions, donation amount, trust, and attitudes toward disability were recorded. Researchers predicted that recipients with invisible symptoms would elicit poorer attitudes and less trust than those with visible symptoms, while a description with negative valence would elicit less trust than positive valence. Preliminary results show a significant interaction between valence and visibility for donation total.

- [1C1] The Effect of Mood Induction on Implicit Racial Biases. **Ka' Rita Eddings, Larissa Lamb, & Angelica Wade.** Drury University, Sponsored by Dr. Jennifer Silva Brown.

Prior research has indicated that mood can influence biases (Esses & Zanna, 1995). The Harvard Implicit Association Test (IAT) for race has been used to measure implicit biases towards either African-Americans or European-Americans (Blanton, Jaccard, Klick, Mellers, Mitchell, & Tetlock, 2009). It has been revealed that when a participant's mood is induced, whether it be positive or negative, they demonstrated a stronger racial bias (Park & Banaji, 2000). The current 3x2 study examined whether an induction procedure and/or mood induction influenced implicit racial biases, as measured by the IAT, among college students. This study implemented either a visual, auditory, and tactile (writing) task procedure to induce mood. Mood was either positively or negatively induced. An added control group had no mood induction. The results will be discussed in terms of the predictive relationship between mood, induction procedure, and IAT results.

- [1C2] Spending Habits and Behaviors Among Emerging Adults Who Attend College. **Kristen Laws.** Earlham College, Sponsored by Dr. Kathy Milar.

This study focuses on emerging adults' transition from monetary dependence to independence. Participants were asked to write about a time they spent a large amount of money on a needed, wanted, or impulsive purchase. Participants completed the Positive and Negative Affect Schedule (PANAS), used to analyze the emotions associated with the type of purchase. Participants then went to answer the altered Money Management Scale (aMMS) used to examine how emerging adults deal with their money in both present day and how they want to manage their money in the future. The results showed that those who recalled impulsive buy scored the highest in negative emotions, shame emotions, and the emotion jittery. There was no significant correlation between negative emotions, shame emotions, and the emotion jittery and the change between their present and future money management. Those who were employed tended to save more, borrow less, plan more, and have a better understanding of their finances.

[1C3] Play Behavior and Childhood Occupations. **Corrine Slabach**. Eastern Illinois University, Sponsored by Dr. William Addison.

Early childhood is a critical point in development that can determine one's abilities and success in adulthood. However, developmental delays in early childhood can create challenges for the child in completing common tasks, such as eating, dressing, paying attention, and socializing. While many common childhood activities lead to progressive development, some children experience difficulties that may negatively impact their development. A relatively simple catalyst of development is play. While often overlooked, play is a developmental necessity. Play promotes physical, cognitive and social development, and delays in play interest or ability can put a child at risk of falling behind in other areas (Stagnitti, 2004). The current study was designed to examine correlations between children's play behaviors and their success in completing common tasks. The study also addresses the limitations of the Revised Knox Preschool Play Scale, and challenges of conducting observational research.

[1C4] Attitude Toward Premarital Counseling Based on Religiosity and Family-of-Origin. **Kaylee M. McDonald**. Anderson University, Sponsored by Dr. Laura Stull.

Premarital counseling is not widely emphasized in today's society, as it is utilized by only a small percentage of the population (Stanley & Markman, 1997). Thus, the purpose of the current study was to identify characteristics, specifically religiosity and perception of family-of-origin, which might correlate with willingness to participate in premarital counseling. As a part of a larger questionnaire, three scales were administered to undergraduate faculty, staff, and students at a small university in the Midwest (n=171) to assess attitudes on religiosity, family-of-origin, and premarital counseling. It was found that the correlation between high religiosity and a positive attitude toward premarital counseling was significant ($r=.42$, $p=0.05$), but the correlation between positive perception of family-of-origin and a positive attitude toward premarital counseling was not ($r=.04$, $p=0.29$). These findings suggest that premarital counseling programs should be catered to the less religious.

[1C5] Can Making Attributions Ease Envy? **Tung T. Bui**. Wabash College, Sponsored by Dr. Robert Horton.

The current study investigated a way of reducing envy in the face of another individual's superior performance. Specifically, I investigated the extent to which attributing a person's superior performance to personal advantages could reduce envy. Participants read about either a brilliant or average fellow student and wrote about how they compared themselves to the student. Some of them read additional information about the fellow student's advantageous background, whereas some did not receive any additional information. All participants then indicated how envious they were of the student and how envious they thought other people would be. Data collection is ongoing, and results will be discussed in terms of their implication for methods of reducing envy.

[1D1] Color/Emotion Association Cross Culturally. **Kate Ryder**. University of Southern Indiana, Sponsored by Dr. Aimee Adam.

I examined cultural differences in perception and association of colors and emotions. I administered a questionnaire, a fill in the blank form and a set of colored flashcards for participants to name. I tested two hypotheses. The first hypothesis was that people from Western countries would have a wider variance of names for a color family (i.e. three different shades of blue will all be called different names) than those of Eastern countries (i.e. three different shades of blue will all be called blue). The second hypothesis was that people from Western countries would have more unique color/emotion associations than participants from Eastern countries. Independent sample t-tests were run for both hypotheses. My results supported my hypotheses. However, a limitation to this study was that my study was in English – it may have been that those from Eastern cultures were less familiar with color terms.

[1D2] Rate My Professor (Solely On Gender). **Melissa Bryant, Logan Battle, & Kelsey Green.** Franklin College, Sponsored by Dr. Jamie Bromley.

This study explored how individuals perceive aggression based on gender. Borhart & Terrell (2014) theorized that women are criticized more than men when they engage in an aggressive action, and the researchers were interested if this theory might apply to college professors. The researchers hypothesized that a female professor would be rated as more aggressive than a male professor. All participants were students at a small, Mid-Western college. Each participant received a mock class syllabus, a mock RateMyProfessor profile, a scale of aggression beliefs, and measurement gender roles. The study was a 2x2 design involving aggression and gender. The aggressive action was delivered as a comment in the profile. After viewing both items, participants filled out a questionnaire pertaining to the syllabus and profile and completed the other scales. A Chi-Square analysis will be used to measure the data collected.

[1D3] The Combined Effects of Change Blindness and Social Conformity on Change Detection. **Kaitlyn Luley, Brayden Jones, & Kyle Davidson.** Drury University, Sponsored by Dr. Mary Utley.

Change blindness is a failure to detect changes in visual scenes and is often interpreted as a result of poor visual information processing (Ball, Bernasconi, & Busch, 2015). Change blindness relates to attentiveness, meaning attentive individuals are more likely to notice changes. This study wants to examine these two variables in relation to social conformity. Social conformity is the phenomenon where opinions or beliefs are changed by group pressure through members or authority (Asch, 1955). This study evaluated 32 participants and sought to manipulate images in front of participants and have answers influenced by confederates. Data analysis is on-going; however, researchers predict that participants with high attentiveness scores will be less likely to agree with confederates and more likely to state the correct change. In contrast, those with low attentiveness scores will be more likely to agree with confederates and state an incorrect change.

[1D4] Look Who's Talking Now: The Effects of Group Membership on Stereotype Humor. **Alyssa Miller.** Thomas More College, Sponsored by Dr. Maria McLean.

This study evaluated the effects of disparaging humor and group membership on the enjoyment of humor. The participants were 60 undergraduate Thomas More College students who watched various stand-up comedians telling either disparaging jokes (about males, females, African Americans, or Caucasians) or neutral jokes. Stand-up comedians telling disparaging jokes were either in the in-group or the out-group of the disparaging joke. Participants also completed The Big Five Inventory (John and Srivastava, 1999), a humor assessment for each comedian, a feedback survey, and demographics survey. The researcher hypothesized that when stereotypical jokes were against one's own group, listeners would be significantly less likely to enjoy the stereotypical joke than those whose group was not being targeted (in the stereotypical joke). The hypothesis was partially supported with significant findings regarding race and sex. Results were discussed in regard to the findings of Leach et al. (2003).

[1D5] Fortnite: The Effects of Solo vs. Squad Play Has on Aggression. **John Finley.** Franklin College, Sponsored by Dr. Jamie Bromley.

Many different factors can go into one expressing an increase in their level of aggression, as well as improving desired behaviors such as cooperation between teammates (Ewoldsen et al., 2012). The present study was conducted to determine the level of aggression that was produced by playing the 3rd person shooter game Fortnite on the Xbox One to compare solo versus squad play. The study consisted of 20 students from a small, liberal arts college. It was hypothesized that experienced Fortnite players will experience more aggression after playing with another person on their team than while playing solo. Participants were randomly assigned to play the game online in either a solo or a squad of two. Participants completed the Buss-Perry Questionnaire before and after playing one round of the game. Participants also completed another survey about their experience playing the game. Data was analyzed using t-test statistics.

[1E1] Impact of Anger on Athletic Performance. TJ Kilbourne. Wabash College, Sponsored by Dr. Robert Horton.

Anger is a common emotional experience for athletes; however, little research has investigated the impact of such anger on performance. Research on the topic has focused on how athletes think anger affects them, rather than on assessing objectively the impact of anger. The current study looks to fill this empirical void by assessing the impact of anger on sport performance using an experimental design. Participants were assigned randomly to one of three conditions. One condition watched an anger inducing video. The second condition watched a neutral video, and the third condition didn't watch a video at all. All participants then completed two physical tasks: push-ups (strength) and free throws (cognitive concentration). We expected that anger would result in fewer pushups completed and fewer free throws made. Data collection is ongoing, and the project stands to provide some of the first experimental evidence for the impact of anger on sports performance.

[1E2] The Effect of Multitasking with Music on Word Recognition. Austin Sellers & Amy Lorenz. Marian University, Sponsored by Dr. Jeff Kellogg.

According to past literature, performance on memory tasks declines when attention is divided between multiple stimuli, i.e., when a person is multitasking, such as listening to music while studying. When the music does not have lyrics, performance has been shown to be better than when the music contains lyrics. The current study examined the relationship between performance on a memory task while music is present with and without lyrics versus when it is not. Participants were asked to memorize a list of words while listening to music with lyrics, music without lyrics, or no music at all in 45 seconds. They were asked to recognize as many words from the studied list as possible. It is expected that there will be a significantly lower level of performance between those that listen to the music with lyrics while encoding, versus those that do not listen to the music at all or listen to music without lyrics.

[1E3] Male Perception of Masculinity and its Effect on Bullying and Mental Well-Being. Joe A. Grossman. Anderson University, Sponsored by Dr. Laura Stull.

Bullying has been linked to adherence to and endorsement of masculinity among adolescent males (Reigluth, 2016). Conformity to these norms also has been linked to low self-esteem, depression, and aggressive behavior (Espelage, 2017). Because ideals and behaviors surrounding masculinity are connected with bullying tendencies and mental well-being, the current study examined the influence of two masculinity types (adherence and endorsement) on bullying tendencies (both bullying and being bullied) and mental well-being. Results showed that, among 49 males, adherence to masculinity significantly predicted bullying tendencies, but did not predict mental well-being. However, being bullied significantly predicted lower mental well-being scores. In addition to behaviors being the primary influencer behind bullying, there is an apparent disconnect between beliefs (endorsement) and behaviors (adherence). Implications highlight a need for research in masculinity types and predictors of bullying.

[1E4] Fidget Toys and Memory. Garrett Shugart. University of Southern Indiana, Sponsored by Dr. Francesca Ortegren.

One of the most popular trends amongst youth recently had been the effects of fidget spinners. There had been claims on social media that these toys aid attention, memory, and anxious tendencies amongst individuals diagnosed with autism or ADHD, and many individuals without either diagnoses use these toys as stress relievers with similar claims of increasing attention and memory. In this study, undergraduates were deceived in taking a "Dialectic and Racial Stereotype" study and were randomly assigned to groups that either had the fidget toy or no toy. Participants were given a simple survey over dialectic and racial stereotypes to further reinforce the deception, watched an hour-long video over said stereotypes, then tested over random observations over the video. I hypothesize the null, that these toys would not help attention based on the little/divided research done regarding the topic.

[1E5] Treating Mental Illness: Preparedness and Attitudes of Nursing Students. **Kirstin Crawford.** Anderson University, Sponsored by Dr. Laura Stull.

Research shows that, while patients with mental illness presenting to an Emergency Department often have negative experiences, medical professionals with greater self-efficacy in treating patients with mental illness have more positive attitudes (Clark et al., 2014). The purpose of this current study was to see if education, clinical experience, and preparedness affect the attitudes of nursing students. Seventy-four nursing students completed a survey measuring demographics, attitudes, and preparedness. Results showed positive correlations between attitudes and preparedness ($r=0.38$, $p=0.01$) and between attitudes and education ($r=0.23$, $p=0.02$). Students with mental health clinical experience did not have more positive attitudes, $t(72)=1.17$, $p=0.24$, but reported greater levels of preparedness, $t(69)=4.24$, $p=0.01$. These findings indicate having clinical experience is related to greater preparedness, and preparedness in treating mental illness is related to positive attitudes.

[2A1] Exploring the Impact of Gender and Sexual Orientation on Perceptions of Intimate Partner Violence. **Caitlin M. Gasper, Anna M. Hood, & Amber M. McMillian.** Drury University, Sponsored by Dr. Jennifer Silva Brown.

Intimate partner violence (IPV) consists of different types of abuse among individuals in relationships. Limited research has studied perceptions of IPV within the LGBTQ community. Oliffe (2014) analyzed gender (of victim/perpetrator) and sexual orientation on IPV perceptions. Results revealed that male victims in same-sex relationships tended to normalize or conceal their abuse. The current study aimed to investigate IPV attitudes within a college student sample. Each participant read a scenario where IPV occurred. The gender of the victim/perpetrator were randomly assigned, resulting in co-variations of sexual orientation. The study measured IPV perceptions (Sorenson & Thomas, 2009; Poorman, Seelau, & Seelau, 2003) and religious views (Davis, Smith, & Marsdan, 2004; Kirkpatrick 1993). It was predicted that sexual orientation, along with the participant's gender and religiosity, would influence perceptions of IPV. Results are ongoing and will be discussed.

[2A2] Technology Usage in the Classroom. **Amelia Ebbesmeyer.** Central Methodist University, Sponsored by Dr. Jacqueline Anson.

Technology, particularly computer and tablet technology, are becoming increasingly pervasive in society. Technology can provide a wide array of benefits including saving time, money, and can help to make communication more efficient. This is particularly true in schools where it can be used to help enhance students' educations and make lives of teachers less stressful. However, unless technology is used in an effective, efficient way, schools and students will not be able to benefit from it in the way that they should. After reviewing the research, many times technology is not used in the most effective way in the classroom. There are a variety of reasons for this including both internal and external barriers such as low self-efficacy in educators and lack of support and trainings from administrations. These reasons determine why technology is not always used effectively in the classroom.

[2A3] The Effects of Music on Mental Wellness. **Bailey Barkdull.** Anderson University, Sponsored by Dr. Laura Stull.

Music therapy is becoming more popular as research continues to show its effectiveness in treating different conditions. The current experiment examined the impact of both active and passive listening on college students' well-being, as measured by depression, stress, and anxiety scores. The experiment involved 36 university students listening to a 30 minute classical music playlist either actively, passively, or not at all in a control condition, and measuring change in depression, anxiety, and stress levels. After analyzing the results, all groups showed a significant reduction in depression. Future research should be conducted using a larger, more diverse sample.

[2A4] Preconceived and Influenced Stereotypes of Females in the Growing Sport of Mixed Martial Arts. Miranda R. Maverick. Drury University, Sponsored by Dr. Richard Schur.

Mixed martial arts (referred to as cage fighting or MMA) is a relatively new sport and can be regarded in a negative light, especially by those with little knowledge of the sport. This study identifies and explores the stereotypes previously presented towards the sport and specifically focuses on women athletes within the MMA world. The attitudes of participants were analyzed against the research to bring awareness to the stereotypes. Differences based on which survey the participants receive (cage-fighting or mixed martial arts interchanged for the sport's description) were found. Less knowledgeable and older participants also tended to agree with the stereotypical statements more than their counterparts. Stereotype approval or disapproval was determined by self-reports of demographic and opinionated statuses of 146 participants. Data analysis was analyzed using t-tests and factorial ANOVAs.

[2A5] Music and Performance. Christine Olijnyk & Jessica Harberts. St. Norbert College, Sponsored by Dr. Paul Ngo.

College students frequently are surrounded by noise in their daily lives while doing homework or activities throughout the day. That noise affects the way in which people work and how they react to the task in front of them. Our research question is will instrumental music playing during reading comprehension tests and memory tests affect an extrovert and introvert student's performances? We are taking Saint Norbert college students (18-22) and testing them whether they are introverts or extroverts with a personality questionnaire. They will then receive a demographic survey, providing us with basic information about them. After, they will be shown 30 words and then the 3 reading comprehension tests will be administered to them to complete. Finally, they will be asked to complete a recognition and a recall test. We ultimately think that having no music playing in the background will cause the least amount of distraction, resulting in higher test scores.

[2B1] Stroop Interference in Shapes and Words. Kaitlynn Baltzell. Eastern Illinois University, Sponsored by Dr. Jeffrey Stowell.

This study measured selective attention for shapes, similar to how the original Stroop task studied colors of words. Stimuli in this study were shapes composed of words that either matched the shape they formed, such as the word "circle" written repeatedly to form the shape of a circle, or did not match the shape they formed, such as the word "square" written repeatedly to form the shape of a triangle. Participants viewed PowerPoint slides of matching and non-matching words and shapes. The hypothesis of this study was that the number of errors would be higher and reaction time would be slower in the non-matching condition. Results will be presented at the conference.

[2B2] First Generation students and their commitment to school. Amey K Dice. Anderson University, Sponsored by Dr. Laura Stull.

The number of first generation college students is on the rise. Research shows that first generation students can be less prepared academically, socially, and have less knowledge about college culture as a whole (Hicks, 2003). Ultimately, first generation college students have less persistence within higher education (Pascarella, 2004). The current study examined both first generation college students and student's academic self-efficacy (ASE) and commitment to school. Ninety-six undergraduate students at a small private university in the Midwest completed an online survey with measures of ASE and commitment to school. I hypothesized that both being a first generation college student and higher academic self-efficacy would be positive predictors of a student's commitment to school. Results showed no correlations between a student's first generation status, ASE, and commitment to school. Post hoc analyses indicated gender differences, with ASE predicting commitment to school for males.

[2B3] Effect of Level of Detail in Asylum Seeker's Narratives on the Granting of Refugee Status. Selina Hardt. Earlham College, Sponsored by Dr. Kathy Milar.

The purpose of the present research is to investigate the effect that level of detail of asylum seekers' narratives has on the granting of refugee status. Possible reasons for why using level of detail, as a factor that refugee status decisions are based on, is problematic are discussed, and it is theorized that greater level of detail will yield more positive refugee status decisions. In the present study, participants read three asylum seeker narratives that varied in level of detail. They then indicated how likely they were to grant refugee status and what factors they based their decisions on. Statistical analyses showed a significant effect of level of detail on the likelihood to grant refugee status. The implications of this finding are assessed, as well as how best to further explore the role of level of detail and underlying psychological concepts in the refugee eligibility determination process.

[2B4] Exploring the Usage and Perceptions of Social Media. Emma Guenthner, Hyeonji Kim, Gyeongun Lee, Lucy McAfee, Quynh Nguyen, & Krista Williams. Earlham College, Sponsored by Dr. Isaac Hunter.

Use of social media has become nearly universal; however, ongoing research has found primarily negative effects on users, such as increased depression, anxiety, and feelings of isolation. This study attempts to contribute to this body of research by identifying the issue of self-reporting, exploring attitudes about social media and the effects of its use. Our research consisted of a multi-part study where participants filled out a survey that measured quantitative and qualitative data. In addition, participants reported in weekly for three weeks on their actual phone usage. The findings of our study show how people define social media, and reveal that a strong majority of participants do in fact view social media as unhealthy and many have attempted to cut back their usage in some form. We also examined the reasoning behind individuals' decreasing social media usage as well as participants' self-awareness and perceptions of others' usage.

[2B5] Gender and Personality as Predictors of Eyewitness Memory Accuracy. James E. Harness. Anderson University, Sponsored by Dr. Laura Stull.

The goal of the present study was to investigate eyewitness variables such as gender, as well as Big Five personality traits (conscientiousness, openness, and neuroticism) as it related to predicting eyewitness memory accuracy. Literature on eyewitness memory suggests that gender-related differences are modest. A total of 100 participants (50 males; 50 females) were presented with an eyewitness stimulus and then completed an eyewitness memory test and a personality inventory. Gender was a predictor of eyewitness memory accuracy; females had significantly higher memory scores than males, $t(96.71) = 2.58$, $p = .01$. The personality traits conscientiousness, openness, and neuroticism were not predictors of eyewitness memory accuracy. There was a statistically significant, weak, positive correlation between openness and eyewitness memory accuracy ($r = .23$, $p = .02$). Future research should experimentally investigate personality traits and its role in predicting eyewitness memory accuracy.

[2C1] Self-Efficacy and Academic Achievement of Spanish Language Learners. Rebecca Teller. Anderson University, Sponsored by Dr. Laura Stull.

Past research indicates that proficiency in language learning helps students better acquired a second language. Likewise, language achievement has been related with overall academic achievement and academic self-efficacy (Hoigaard, Kovac, Overby, & Haugen, 2015; Multon, Brown & Lent, 1991; Zimmerman, 1995). The purpose of the current study was to analyze these variables in students who learn Spanish as a second language. Participants ($n = 118$) reported their GPA and were surveyed using the Self-Efficacy Questionnaire (Gaumer et al., 2016) and the Bilingual Language Profile (Birdsong, Gertken & Amengual, 2012). Pearson correlations showed that students who reported higher academic achievement also reported higher academic self-efficacy ($r = .22$, $p < .01$). Results also showed that academic self-efficacy was positively correlated with Spanish proficiency ($r = .27$, $p < .01$). Future research is needed to examine how to impact students' academic achievement through academic self-efficacy.

- [2C2] Let's Talk about Sex, Baby: Communication between Casual Sexual Partners in the College Hookup Culture. **Carly Wolfer, Tammy English, & Jami Ake**. Washington University in St. Louis, Sponsored by Dr. Tammy English.

This project explores the emotional, physical, and sexual communication between casual sexual partners in the college hookup culture. Study 1 includes quantitative surveys (94 females, 73 males). Study 2 includes qualitative, semi-structured interviews (10 females, 10 males) We investigate 1) the extent to which hookup partners communicate about sexual health, pleasure, consent, and intimacy, 2) the predictors and outcomes of sexual communication in relation to sexual satisfaction and sexual health, and 3) gender differences and power relations between and among these variables. We consider not only when partners communicate but moreover when they do not communicate-when desires, needs, and voices are silenced or muted. This feminist, psychological, and sex-positive study informs sexual education, prevention, and intervention efforts to decrease interpersonal violence, enhance health and pleasure, and provide tools to facilitate safe sexual communication on and off college campuses.

- [2C3] An Analysis of Religious Acceptance: Indianapolis, IN. **Jessica Dupree**. Butler University, Sponsored by Dr. Chad Bauman.

119 Indiana residents completed an online survey that examined if there is a correlation between exposure to other religions and acceptance. Alongside the survey two religious leaders from each religious community in Indianapolis were interviewed to gauge the state of acceptance in the community. The religions included were Christianity, Judaism, Hinduism, Buddhism, and Sikhism. Each of these religions has a strong community and presence in Indianapolis. A weak positive correlation was found between acceptance and personal relationship with people of other religions. Also, almost every community leader shared the same viewpoint of the state of acceptance in Indianapolis regardless of their religion or the part of Indianapolis they were present in.

- [2C4] Information Warfare: Social Media as a Method for Political Influence. **Garrett M. Henderson**. Anderson University, Sponsored by Dr. Laura Stull.

The 2016 US Presidential Election sparked investigations into the presence and methods by which foreign actors attempted to influence voter behavior and turnout. The current study conducted an archival data analysis of the American National Election Studies (ANES) 2016 Presidential Election Time Series to probe whether social media is a feasible vector for influence in US elections. Analyses include the effects of social media use for political information gathering during the election on the absolute value of polarization towards candidates, and said candidate polarization score on voter turnout. Results will be analyzed and discussed. The influence of Twitter and Facebook in the 2016 election may demonstrate a need for critical analyses of influence operations (IO's) and unidentified vectors of illicit political influence in the election. Future research may include analyses of social media post sentiment, vote decision, and potential regional influence of the IO's in the election.

- [2C5] Gender Differences in Online and Traditional Dating. **Brooklyn Sanders**. University of Southern Indiana, Sponsored by Dr. Francesca Ortegren.

Online dating has become less stigmatized and marginalized than it used to be and has started to be a mainstream social activity that can help someone meet a romantic, sexual, or friendly partner. This study assessed a sample of participants from a public institution to identify if there was a gender difference for heterosexual and homosexual males and females in which medium of dating was preferred, risks they associated with online and traditional dating styles, as well as their perceptions of each. Participants answered a four-question demographic questionnaire and a 22-statement survey. The study is on-going and preliminary results will be presented. I expect to find that heterosexual and homosexual males will prefer online dating and heterosexual and homosexual females will prefer traditional style dating. I also expect to find that online dating will be perceived to be used for finding sexual partners rather than long-term partners for heterosexual and homosexual males.

[2D1] Perceptions of Professionalism. **Hannah E. Miller**. University of Southern Indiana, Sponsored by Dr. Aimee Mark.

The purpose of the current study is to investigate how people perceive a black woman's professionalism based on the way she wears her hair and if she wears makeup. Previous research has indicated that people perceive women wearing Afrocentric hairstyles as being more dominant than women with Eurocentric hairstyles, and that people perceive women wearing makeup as being more prestigious than women wearing no makeup. Participants reviewed the job applications (including a headshot) of four equally-qualified women (three "filler" women and one critical woman) and rated each one on professionalism. It was originally expected that participants would perceive the woman wearing makeup and a Eurocentric hairstyle to be the most professional and the woman with an Afrocentric hairstyle and no makeup to be least professional. Although data collection is not yet complete, results appear to indicate that participants do not perceive any difference in professionalism among the critical profiles.

[2D2] Racial and Appearance Biases in Mock Trial Decisions Regarding a Heroin Possession Charge. **Brianna Emery, Tyler Musial, & Erin Meyer**. Lorain County Community College, Sponsored by Mr. James Jordan.

This study was designed as a mock trial to understand how race and appearance effects juror verdicts for a heroin charge. College students were assigned to a mixed-race, six person jury and viewed one of four scenarios. They completed a survey, then deliberated with their peers, and finally completed a follow-up survey on the deliberation process. It was hypothesized that jurors will change their vote after deliberation, more jurors will vote guilty for black defendants than white defendants regardless of how they appear, and jurors will be more likely to vote guilty for defendants who appear to be of low socioeconomic status. It is also expected that jurors who are the same race as the defendant are more likely to vote not guilty prior to deliberation, and prior experimentation with drug use will be a moderating variable towards juror verdicts. Results of this research will be analyzed and reported.

[2D3] The Effects of a Title on Performance. **Ian M. Nesbitt**. University of Southern Indiana, Sponsored by Dr. Sidney Hall.

It has been found that telling people that a task is difficult leads to a lower rating of confidence in overall ability. This leads to the question of does this then create a self-fulfilling prophesy when it comes to performance? This study attempts to answer that question by manipulating the complexity and length of an article's title. Participants were given 1 of 4 different titles based on random assignment to condition then given an article that remained constant across groups; then answered 12 reading comprehension questions over the article. A 2x2 factorial between subjects ANOVA analysis will be used to assess the effects of the title on the overall performance.

[2D4] College Students' Perceptions of Autism. **Ramsey Warren**. Thomas More College, Sponsored by Dr. Maria McLean.

This study attempted to assess the current perceptions of college students (n = 68) about autism, and to evaluate if those perceptions could be altered using a media influence. A randomly assigned control group viewed a News Broadcast, and an experimental group viewed a CheckOrphan video. Both groups completed a pre-test and a post-test on their knowledge of autism. The experimenter hypothesized that the participants in the experimental group would report fewer misconceptions after the video than before, which was supported. The hypothesis that females from both groups would be more socially accepting of people with autism than males, was not supported. A final hypothesis that after the intervention, males in the experimental group would have a higher score on the Social Distance Scale, was not supported. Results were evaluated in light of the research of Gillespie-Lynch (2015), Mathews, Agnes and Goldberg (2012), and Daugherty (2012).

[2D5] Spatial Reorientation Using Audition: Do Humans Encode Ambiguous Stimuli? Josie Clark.
Eastern Illinois University, Sponsored by Dr. Daniele Nardi.

Spatial reorientation is when one determines where they are and which direction they are facing. There are multiple different cues one can use, but the focus of most reorientation research has been on visual cues. The current study is designed to test whether individuals are able to reorient using two different auditory cues. It will also question whether or not individuals are able to encode ambiguous stimuli in addition to necessary stimuli, which would provide evidence for the functional equivalence between different sensory modalities. Each participant will be blindfolded and need to find a target object, remember where it is on a circular search space, and replace it. After training, participants will be tested using a certain cue and an ambiguous cue. It is expected that participants will encode both cues providing evidence for the functional equivalence between vision and hearing.

[2E1] Developing a New Scale to Examine Fathers' Parental Behavior. Kirby T. A. Cox. Wabash College,
Sponsored by Dr. Eric Olofson.

Attachment theory states that children are biologically predisposed to develop attachments to caregivers as a mean of increasing the chances of their survival (Bowlby, 1969). Parental sensitivity scales developed by Cox and Mills-Koonce (2012) were designed to measure the quality of parenting that supports the creation of secure attachment relationships. Research has found that traditional measures of attachment, as well as the parent behaviors that support the development of attachment relationships, are more relevant for mothers rather than fathers. A new coding system, the Risky Interaction Support and Challenge (RISC) Scale, was designed to capture quality parenting behaviors that support exploration, a domain more central to father-child relationships (Paquette, 2004). The current study examined whether the two coding scales differently capture the quality of parenting.

[2E2] Predicting Emotion Regulation Using a New Measure of Quality Parenting Behaviors. Alexiz Arellano. Wabash College, Sponsored by Dr. Eric Olofson.

Previous research has identified attachment as an emotional bond with a specific individual(s), which provides a secure base for the child to then explore their environment (Bowlby, 1969). The parent sensitivity scales developed by Cox and Mills-Koonce (2015) were designed to measure the quality of parenting behaviors that support the attachment relationship. In addition to recent research illustrating that fathers may be providing a different attachment role for their children (Dumont & Paquette, 2013, Grossmann et al., 2002). The current study proposes that the Risky Interaction Support and Challenge (RISC) Scale will more adequately capture fathers' parenting behavior. Therefore, the current study proposes that the RISC scale will be a better predictor of children's regulation at age 7 in comparison to the traditional measures of parent sensitivity.

[2E3] Attitudes of Occupational Therapy Professionals on Their Role in Weight Management Programs. Victoria Munson. Eastern Illinois University, Sponsored by Dr. William Addison.

Obesity is a growing concern in the U.S., and occupational therapists have the potential to play an important role in weight management programs for their patients. However, previous research conducted in Australia shows that many occupational therapists believe that weight management is outside the scope of their practice (Lang, et. al., 2013). The current study investigated whether occupational therapists in the U.S. have similar opinions to those of occupational therapists in Australia. An online survey regarding the treatment of overweight and obese patients was distributed to 60 occupational therapy professionals across the U.S. Results indicated that there was little difference in the opinions of occupational therapists in the U.S. and Australia, although occupational therapists in the U.S. were less likely to refer patients to a dietitian. The findings suggest that there continues to be debate among occupational therapists regarding their role in weight management programs.

- [2E4]** Decreasing Stigma Against Depression in Chinese International Students. **Elizabeth K. Trader.** Western Kentucky University, Sponsored by Dr. Anthony Paquin.

Higher levels of stress during the transition to another culture can put international students at risk for mood disorders like depression. Previous research supports there is also a higher level of depression stigma within Eastern cultures in comparison to Western cultures (Cheon & Chiao, 2012). This may account for the low numbers from the Chinese population that seek and maintain professional counseling services while studying in the U.S. (Yakushko et al., 2008). The present study seeks to determine whether a psychoeducational intervention would significantly affect Chinese international students in the U.S. Pre-existing attitudes toward depression were measured prior to watching two Chinese videos regarding information about stigma, symptoms, and treatment of depression. We predict that there will be a significant decrease in stigma against depression and increase in likelihood to seek professional help for depression after participants view these videos.

- [2E5]** A Multicultural Approach to Help-Seeking Behavior. **Erin M. Michael & Josephine T. Jedrychowski.** Drury University, Sponsored by Dr. Jennifer Silva Brown.

Prior research has shown mixed results on the variation of help-seeking behaviors across cultures (Mojaverian, Hashimoto, & Kim, 2013, Olaniran & Hall, 2002). This study examined differences in help-seeking behaviors between participants in individualistic and collectivistic cultures. Participants were randomly assigned to review one of three help-seeking scenarios: academic, personal, or medical. Researchers hypothesized that participants from individualistic cultures would seek out help more often than those from collectivist cultures regardless of scenario condition. Data analysis is ongoing and a 2X3 factorial ANOVA will be used to determine group differences (culture/scenario) in frequency of help-seeking behavior. Results may be used to help professionals in behavioral science fields become more culturally conscious, thus allowing them to provide better service to individuals from a diverse range of cultures.

- [3A1]** Moral Foundations Theory's Association with the Big Five and Narcissism. **Derek A. Fox.** Wabash College, Sponsored by Dr. Robert Horton.

Moral foundations theory proposes there are five intuitions that guide moral reasoning: harm/care, fairness/reciprocity, authority/respect, ingroup/loyalty, and purity/sanctity. Past research has linked these intuitions with political ideology and political ideology to personality traits, like the Big Five and Narcissism. The current research investigates relationships among moral intuitions, the Big Five, and both grandiose and vulnerable narcissism. Mturk workers and Wabash students completed assessments of personality and moral foundations through an online survey, and we make a variety of predictions for bivariate links among traits and foundations. For example, we expect grandiose and vulnerable narcissism to be positively correlated with the foundations of harm/care and fairness/reciprocity. Data collection is ongoing. Results will expand our understanding of moral judgements and be among the first to link such judgements to personality traits.

- [3A2]** Battle of the Sexes: Homogeneous vs. Heterogeneous Pairs. **Hannah Priskorn, Alyssa Hiple, Hayden Black, & Andrew Natividad.** Huntington University, Sponsored by Dr. Rebecca Benjamin.

Gender difference in competition may explain how efficiently a person works with that of his or her own gender or a gender of the opposite sex. This research examines how efficiently participants will perform when put in homogeneous or heterogeneous pairs when given a task to complete. The participants of this study include 40 students from Huntington University (m=20, f=20). Past research indicates that men tend to be more competitive, show high functioning levels of performance when paired with other men (Vugt, Cremer, & Janssen, 2007). We believe that homogenous groups of men will compete more efficiently, heterogeneous groups will compete less efficiently, but homogenous female groups will perform at the lowest level. Also, participants will prefer to complete a task with an individual of the same sex. The results found could determine which genders may or may not work better together in the workforce.

- [3A3] The Influence of Question Order and External Stimuli on Sexual and Life Satisfaction. **Kelsey L. Sinclair, Bailey M. Pamperien, & Lindsey A. Hedrick.** Drury University, Sponsored by Dr. Jennifer Silva Brown.

Bodenmann et al. (2010) found that sexual behavior is positively correlated with relationship satisfaction. Additionally, this study also found that subjective stress has been related to lower sexual activities. It is important to further research the relationship between sexual tendencies, stressors and quality of life in college students. The present study seeks to investigate this in 120 undergraduate students at Drury University. The research design is a factorial 3x2 design, with two independent variables. The first independent variable being priming with three levels: positive, negative, and control. The second independent variable will be order of inventories. The participants will be given either the Pinney Sexual Satisfaction Inventory followed by the Satisfaction with Life Scale or the Satisfaction with Life Scale followed by the Pinney Sexual Satisfaction Inventory. Results will be discussed in terms of sexual health and satisfaction among college students.

- [3A4] Anxiety Reduction Through Dance. **Dominica F. Dello Iacono.** Anderson University, Sponsored by Dr. Laura Stull.

Anxiety is a common mental disorder in our society. The purpose of the current study was to see if dance was associated with decreased levels of anxiety. Specifically, levels of anxiety between people who had and had not danced were compared. The levels of anxiety were measured from participants (n = 37) through an online survey. The first part of the survey was focused on the participants' previous dance experience. The second part was used to measure each participant's level of anxiety through the Zung Self-Rating Anxiety Scale (William W.K. Zung, 1971). Data will be analyzed and discussed.

- [3A5] Negative Attitudes Surrounding Older Adults with Severe Mental Illness. **Sarah Repp.** Anderson University, Sponsored by Dr. Laura Stull.

Given the increasing number within the aging population, it is particularly important to consider issues among those most vulnerable. The current study focused on attitudes regarding older adults with severe mental illness, namely schizophrenia. I hypothesized that there would be an interaction between health status and age, with greatest stigma toward older adults with mental illness. Two-hundred participants were randomly assigned to one of four different vignettes, differing only in age and mental-health status of the hypothetical person in the vignette. The participants were then all given a measure of mental illness stigma. Contrary to the hypothesis, results showed no significant difference in negative attitudes based on age. Post hoc analyses indicated there was a significant difference in negative attitudes based on mental health, with more negative attitudes toward people with mental illness.

- [3B1] Is Free Play Important in the Development of Perceived Social Support? **Sebastian Baxter.** Anderson University, Sponsored by Dr. Laura Stull.

Free play has been linked to promoting multiple aspects of mental health, including the way one interacts with another (Gray, 2011). With media time, technology use, and school-related activities increasing sharply in the past 30 years, the time children have to engage in free play is becoming minimal (Bureau of Labor Statistics, 2016; Common Sense, 2017). Social isolation, being a part of perceived social support, can be expected to have declined with the increase in media in recent years (Primack et. al., 2017). Minimal past research has been done on free play with perceived social support. A survey was completed by 149 undergraduate students aged 18 years and older. Results indicated that free play was a significant predictor of perceived social support. Gender and age were not significantly correlated with either variable. Reincorporating free play into the early childhood stages should be emphasized, especially in education.

[3B2] Personality and Music: Does it Affect Memory? Christine Parod, Madison Stehle, & Destiny Bolen. Drury University, Sponsored by Dr. Mary Utley.

Many variables can influence focus and perception of an event when background music is involved (Furnham & Bradley, 1997). The proposed study aims to discover whether music and personality would influence accuracy in perception of a crime. It is possible that variables of personality (introversion/extraversion) and background music have a significant effect on the recall of details in a given scenario. Participants in one of three musical conditions - silent, instrumental, or lyrical - will be asked to recall details of a minor crime shown in a video after taking a personality assessment and demographics questionnaire. Data analyses are still ongoing.

[3B3] Art's Influence on Anxiety for Male and Female Undergraduate Student. Samantha Haas. University of Southern Indiana, Sponsored by Dr. Srikanth Dandotkar.

College, for many, is a new frontier that means leaving home, new relationships, constant deadlines-all of which inevitably contribute to anxiety. The goal of the proposed study was to examine the utility of art-activity as a healthy way for college students to cope with anxiety. Furthermore, it investigated whether there was a gender difference in how art influences students' anxiety. It was hypothesized that art activity would positively affect students' anxiety. Participants took an anxiety questionnaire before and after an activity. The experimental group was assigned to an art activity while the control group was assigned to a reading activity. Participants' anxiety score served as the dependent measure. In efforts to avoid subject-bias, the study used a mild form of deception. Participants were told that they were participating in a study about professors, and questions about professors were mixed into the original survey. Currently, data collection is in process.

[3B4] Religious Belief and Forgiveness: Are We Less Willing to Forgive Atheists? Taylor Garrett, Jacob Smith, & Ryan Humphres. Jefferson College, Sponsored by Dr. Brandon Whittington.

The present study examined if participants were less willing to forgive atheists compared to Christians in a vignette that described online cyber fraud. Participants were randomly assigned to groups where the perpetrator in the vignette was reported as a Christian, an atheist, or a no religion control group. ANOVA indicated no significant differences between experimental groups in willingness to forgive the perpetrator; however, 30 participants passed attention check questions built into the study in the atheist condition, compared to 18 each in the other conditions. Chi-square analyses indicated that those assigned to the atheist condition were significantly more likely to pass attention checks. Furthermore, participants were significantly more likely to report the perpetrator of the crime as being guilty when they reported the perpetrator as an atheist compared to when the perpetrator was reported to be a Christian, suggesting possible implicit bias against atheists.

[3B5] First Impressions Based on Race. Holly Short, Emma Myers, & Kia Hreno. Franklin College, Sponsored by Dr. Jamie Bromley.

Research has shown that race can influence impressions. However, there is limited research focused on how race of a target shown via social media profiles influences one's impressions. Freeman, Pauker, and Sanchez (2016) found that mixed race and Black targets were perceived to be less trustworthy than White targets. The current study hypothesized that race of the individual in the Twitter profile picture (target) would influence the participants' willingness to be friends with the target and would influence participants' perception of the target's trustworthiness. Researchers used two different surveys, one measuring caring/goodwill and trustworthiness and the other measuring Big Five Factors of personality. A total of 48 participants were randomly assigned a Twitter profile of either a Black or White male with identical tweets. They were then asked to rate the target and then completed the surveys. Independent-sample t-tests will be used to analyze the results.

[3C1] Effect of Fidget Spinners on Auditory and Visual Attention. **Rebecca Nelson.** Eastern Illinois University, Sponsored by Dr. Jeffrey Stowell.

Fidget spinners have become popular classroom items. They are marketed toward children with attention disorders who have problems staying focused. However, very little research has been published on their effectiveness. Five children (ages 8-14) recruited from the speech-language-hearing clinic on Eastern Illinois University's campus completed auditory and visual attention tasks, with and without a fidget spinner. The results will be examined using a paired samples t-test of the performance on each attention task. Identifying the effects of these popular toys on attention will determine whether they should be utilized as a tool for improving attention in classrooms or banned as a distraction.

[3C2] Suicide Prevention in Refugee Camps: Effects of Meaning Making and Positive Psychology Interventions on Suicide Prevention Among Afghan Refugees in Europe. **Fatima Jafari.** Westminster College, Sponsored by Dr. Abby Coats.

Some of the Afghan refugees in European refugee camps commit suicide after hearing about their refugee case denial. The research question is how to prevent suicide in refugee camps in Europe. The purpose of the study was to see if goals would have any effects on one's resilience and shame-guilt after they face a perceived failure. There were 85 Westminster College students who participated in this study. They filled out a happiness and sense of belonging questionnaire and read through a setback scenario. Then, they filled out a resilience and a shame-guilt scale. The overall results showed that happiness and sense of belonging had positive correlations with resilience and goal did not affect how one reacted to a failure. Increasing refugees' happiness and sense of belonging would be an effective way of increasing their resilience, thus they will be less likely to commit suicide if their immigration cases get denied.

[3C3] The Relationship Between Partner Anxiety, Stress and Relationship Flourishing. **Roseanna Duffie.** Anderson University, Sponsored by Dr. Laura Stull.

Previous research has examined anxiety and depression and the potentially negative relationship these diagnoses have with relationship satisfaction (Whisman, Uebelacker, & Weinstock, 2004). The purpose of the current study was to examine how partner anxiety is related to their spouses' stress and perceptions of relationship flourishing. I surveyed 48 married couples from two locations. Results showed no significant relationship between partner's anxiety and spouses' levels of stress or relationship flourishing. Results did show a significant, negative relationship with participants' levels of anxiety and their own stress and relationship flourishing. A person's anxiety may only interact with their own view of a relationship, not their partner's view.

[3C4] Sexual Satisfaction and Stress in Sexual Minorities. **Kathleen Nesbitt-Daly.** Earlham College, Sponsored by Dr. Maggie Thomas.

Gays and lesbians show different types of sexual satisfaction than their heterosexual peers. The minority stress hypothesis posits sexual satisfaction may be negatively impacted by minority stress. The present research aims to examine the potential difference in stress type (academic or sexual minority) and reported sexual satisfaction between homosexual males and homosexual females. Participants consisted of 57 homosexual males and 67 homosexual females. Participants were primed with one of two types of stress, then answered questions about sexual satisfaction and completed a minority stress index. There was no significant difference in sexual satisfaction or stress type. This indicates that minority stress does not significantly impact sexual satisfaction, so there may be other arenas in which sexual minorities are being affected by minority stress. Society should continue to provide support to sexual minorities to ensure minority stress continues to not affect sexual satisfaction.

[3C5] How Gender Affects Jury Verdict in Sexual Assault Cases. Jessica Cook & Katelyn McMahon.
Drury University, Sponsored by Dr. Mary Utley.

The purpose of this study aims to examine whether the gender of the victim and the offender in a sexual assault case, will have an influence on jury verdicts. Due to traditional gender roles, men are more affected psychologically and emotionally, because of a disbelief of circumstances (e.g. Davies et al. 2006; Lisak 1993). Participants received one of four testimonies from both a victim and an offender varying in different gender combinations. We hypothesized that a participant, will more likely side with a female's testimony than a male's testimony when both victim and offender testimonies are presented in a sexual assault case. In addition, a participant will more likely side with the victim in same sex testimonies when both victim and offender testimonies are presented in sexual assault cases. Data are currently being analyzed.

[3D1] Performance: Looking at the Effects of Negative, Positive, Oral, and Written Feedback. Vanessa Hall, Adam Shepherd, & Abigail Jones. Franklin College, Sponsored by Dr. Jamie Bromley.

Feedback has the potential to influence performance in various work and education settings. Research has shown this relationship can depend on the presentation of feedback (Cianci et al., 2010). Also, this body of research showed that positive and negative feedback can have mixed or inconclusive results (West et al., 2005 & Ruthig et al., 2017). The hypothesis for this study was that positive feedback will increase performance, while negative feedback will not. Additionally, the study investigated the influence of how feedback is delivered, orally or written. Participants were informed they would be in a math study and then randomly assigned to one of four conditions: Positive, oral feedback; positive, written feedback; negative, oral feedback, and negative, written feedback. They completed one math quiz, were given feedback, and completed another math quiz. Additionally, a math anxiety survey was administered. Analysis of the data was performed using ANOVA and chi square tests.

[3D2] Mobile Phone Dependence, Stress and Social Support. Sarah Roaden. Thomas More College, Sponsored by Dr. Maria McLean.

This experiment investigated the absence of mobile phones in relationship to stress and social support. Participants (n=70) were assigned to an experimental or control group. All participants were given five questionnaires to assess their mobile phone dependence (Test of Mobile Phone Dependence), stress (Self Rating Anxiety Scale), social support (Interpersonal Support Evaluation List), response to cell phone ringing, and a demographic. The experimental group were asked to surrender their phones, while the control group kept theirs. A phone rang while the participants were completing the questionnaires and the effect of the ringing was assessed with a questionnaire. It was hypothesized that the experimental group would have a higher stress level and a greater response to the phone ringing. Results were analyzed using SPSS. Results were discussed in light of Kruger and Djerf (2016), Poorakbaran (2015), Thomee (2012), and Cheever (2014).

[3D3] The Impact of Music on Heart Rate in Exercising Equines. Delaney York. Eastern Illinois University, Sponsored by Dr. Jeffrey Stowell.

This study aimed to determine the impact of music on horses by examining heart rate while exercising in the presence of music. A within-subject design was conducted with eight horses each experiencing three music conditions: country, pop, and no music (control). The order of conditions was randomly assigned, a baseline heart rate was recorded, and horses were lunged for five minutes while heart rate was recorded every 30 seconds. A five-minute resting period was interspersed between each condition. Country had the highest average change in heart rate from baseline (61.9 bpm), while pop and control were similar (49.3 and 45.9 bpm, respectively). However, music, time, and the interaction between the two did not have a statistically significant impact on heart rate during exercise.

[3D4] Diet-induced Obesity Impairs Male Rat Copulation and Dopamine Synthesis in the Medial Preoptic Area. **Nigel Dao.** Wabash College, Sponsored by Dr. Neil Schmitzer-Torbert.

The peripheral effects of diet-induced obesity on male infertility is well-established, but less is known on its impact on central regulation of reproduction. Here we studied the obesity-associated impairments in male rat copulation and gene expression of gonadotropin-releasing hormone (Gnrh1) and tyrosine hydroxylase (Th) in the medial preoptic area (MPOA). Adult Long Evans male rats were fed a high-fat diet or control diet for 8 weeks, and later mated with an estrogen- and progesterone-primed ovariectomized female. Fresh MPOA tissues and blood were collected for quantitative RT-PCR and blood glucose analyses. Obese rats gained more weight and showed higher plasma glucose. Obese rats also displayed few intromissions and ejaculations, and prolonged mount and intromission latency. MPOA Th expression, but not Gnrh1, decreased by 0.48-fold. Our results thus suggest that a reduction in dopamine synthesis may mediate the obesity-associated copulatory deficits in male rat.

[3D5] Tumblr Aesthetic: How Blogging Affects Our Thinking. **M. Abbey Huffine.** University of Southern Indiana, Sponsored by Dr. Urska Dobersek.

Social media can lead to numerous negative consequences, which has generated concern among many individuals (Pantic et al., 2012). This study examines the relationship between Tumblr blogging style and depressive symptoms in college students. Participants were randomly assigned into either an experimental group (viewed a 'depressing' blog) or a control group (viewed a 'neutral' blog). Measures include a social media questionnaire, the Beck Depression Inventory (BDI; Beck, Steer, & Brown, 1996), and the Brief Mood Introspection Scale (pre- and post-test; BMIS; Mayer & Gaschke, 1988). The experimental group had lower mood ($M = -0.63$, $SD = 1.15$) than the control group ($M = 10.24$, $SD = 1.47$) after viewing the blogs, $F(1, 27) = 22.13$, $p < .001$, partial eta squared = .45. Additionally, social media use was positively correlated with depressive symptoms. These results can be helpful to understand possible causes or exacerbating factors for depressive symptoms.

[3E1] The Effects of Language on Weight Bias and the Locus of Control. **Olivia Summers.** University of Southern Indiana, Sponsored by Dr. Katherine Daniels.

Weight bias, the incorrect assumptions about and general dislike of overweight people, is prevalent in the United States and poses numerous negative consequences for overweight people such as decreased confidence and self-esteem, and increased stress (Brochu & Morrison, 2007; Himmelstein & Tomiyama, 2015). Several factors may influence whether people display weight bias. One factor is gender; men show more weight bias towards overweight people, regardless of their own weight status (Magallares, 2016). Additionally, the words chosen when speaking about weight issues affects people's attitudes about overweight people. Specifically, the use of words such as 'fat' increases negative attitudes towards overweight individuals (Brochu & Esses, 2011). The current study examines how word choice and gender affects prejudice towards overweight people and fear of becoming overweight.

[3E2] The Relationship Between Exposure to Intimate Partner Violence as a Child and Adult Romantic Relationship Health. **Marah W. Vasquez.** Anderson University, Sponsored by Dr. Laura Stull.

The purpose of the current research was to determine if exposure to intimate partner violence as a child is a significant predictor of becoming a victim or perpetrator of intimate partner violence as an adult. Previous research on the topic found high levels of victimization for females exposed to intimate partner violence as children, and high levels of perpetration for males. Participants in the current study completed measures of exposure to intimate partner violence, as well as their own perpetration and victimization. It was found that higher levels of exposure to intimate partner violence as a child significantly predicted higher levels of both perpetration and victimization, as hypothesized. It also was found that perpetration scores were significantly and positively correlated with victimization scores. The findings of the current study indicate a need for resources for children exposed to intimate partner violence at home.

[3E3] Difference in Body Image Perception and Self-Esteem Levels among Male and Female Collegiate Athletes. Chloe Hassett. Anderson University, Sponsored by Dr. Laura Stull.

Past research has indicated body dissatisfaction among athletes is problematic and may be linked with low self-esteem. The current study examined the differences in body image perception and self-esteem levels among male and female Division III collegiate athletes within a private university in the Midwest. The participants (41 females and 40 males) were given a demographics survey, a measure of self-esteem, and a measure of body dissatisfaction. Upon analysis, male athletes reported having higher levels of self-esteem than females. Males and females did not differ in their overall body dissatisfaction, however differences were found in certain types of body dissatisfaction. Males experienced more dissatisfaction in areas related to weight fluctuation and orientation with their appearance. Females experienced more dissatisfaction in areas related to specific body areas and self-evaluation of appearance.

[3E4] Personal Distance and Openness to Personal Information Disclosure. Dakota S. Jones. Eastern Illinois University, Sponsored by Dr. Jeffrey Stowell.

In the current generation of young adults, more and more information is being disclosed to strangers, via the internet and social networking. These interactions are generally not face to face interactions. Proxemics, the study of personal space, is a branch of study which looks at the amount of space a person needs to feel comfortable in a situation. Personal space is known to be a contributor to altering peoples actions in situations, but this study aims to see how willing a participant is to disclose information to a stranger, in person, depending on physical distance from one another or if they are touching. We believe that the closer the space between the strangers the less likely they would be to disclose personal information, results are pending.

[3E5] The Effect of Induced Mood on Memory. Jonathan Montoya. Wabash College, Sponsored by Dr. Preston Bost.

Support for the finding that emotion enhances memory for central details of an event while impairing memory for peripheral details is abundant. However, some studies have brought into question the means by which the studies that find a "memory narrowing" pattern elicit emotion. These studies leave open the possibility that the emotional valence of the stimulus and the attention-grabbing qualities of the stimulus might be confounded, and so it is unclear what factor actually causes the phenomenon. For this reason it is necessary to manipulate the two factors independently. This study's research question is: How does induced mood affect memory for details of neutral and negative stimuli? This study manipulated both mood prior to watching the to-be-remembered video (neutral and negative) and valence of to-be remembered video (negative or neutral). Participants were then tested on their memory for peripheral and central details of the to-be-remembered video they were assigned to watch.

[4A1] Cultural Adjustment: Relationship between Study Abroad, Self-Esteem and Psychological Resilience. Audrey Traylor. Anderson University, Sponsored by Dr. Laura Stull.

The transition into college, as well as transition into a new country and culture, are stressful factors in isolation and uniquely stressful in combination. The purpose of the current study was to examine the relationship between study abroad, self-esteem, and psychological resilience. The participants (n=70) were all from a small liberal arts college in the Midwest, with 40% having studied abroad. Participants were asked to fill out an online survey with demographic questions as well as questions from the Brief Resilience Scale (Smith et al., 2008) and the Rosenberg Self-Esteem Scale (Rosenberg, 1965). It was hypothesized that students who had studied abroad would have significantly higher levels of self-esteem and psychological resilience than those students who had not studied abroad. Results indicated that both hypotheses were correct.

[4A2] Examining the Relationship between Socioeconomic Status, Type of Exposure to Police, and Current Attitudes. **Tarah J. Collins.** Anderson University, Sponsored by Dr. Laura Stull.

As predetermined, race can account for a portion of the variance in determining attitudes towards police. And, it is imperative that we investigate other variables. The purpose of this study was to examine socioeconomic status and social media use as predictors. It was expected that socioeconomic status, direct contact experience, and social media usage would be significant predictors of attitudes and that citizen-initiated direct contact experiences would result in a more significant attitude change than police-initiated contacts. Results showed that socioeconomic status was not a significant predictor. However, direct contact experiences ($\beta = -0.38$), social media experiences ($\beta = -0.25$), word of mouth experiences ($\beta = -0.22$), and race ($\beta = -0.06$) were. There was not a significant difference in attitudes surround who initiated the contact. Current results indicated that it is the quality of exposure citizens have to police—directly and indirectly—that is important in determining attitudes.

[4A3] Physical Activity as a Context for Memory. **Jami Swan & Abigail Crowne.** Eastern Illinois University, Sponsored by Dr. Daniele Nardi.

The purpose of this research is to investigate if the effort of a simple motor task can be used as a context cue for memory retrieval. Context dependent memory is the premise that memory is improved when the context is the same at encoding and at recall. The purpose of our study is to examine if the type of movement people do can help with recall. Participants will have to learn the location of objects on two grids. One grid will be learned while rolling a golf ball in a circle on a table. The other grid will be learned while rolling a golf ball vertically between the palms of the hands. At the recall phase, only one movement will be reinstated while recalling the images of both grids. The type of movement reinstated at recall is the independent variable. The accuracy of recall on identifying and locating objects on the grids is the dependent variable. The results of the study will be used to determine if physical effort can be considered a retrieval cue for context dependent memory.

[4A4] Perfectionism and Anxiety Following Failure. **Melanie E. Ashworth.** University of Southern Indiana, Sponsored by Dr. Katherine Daniels.

Previous research (Flett et al., 1995; Gaudry & Poole, 1972) has shown that perfectionism and failure are positively correlated with anxiety. However, few studies have considered these variables in combination, and only one (i.e., Stoeber et al., 2014) has considered anxiety in perfectionists when a task is done more than once. This study examines nonperfectionists' and self-oriented and socially prescribed perfectionists' anxiety in the context of a repeated task when feedback reflects a streak of successes followed by failure. It is hypothesized that anxiety will be higher for participants in the failure condition than for those in the unbroken success condition. Anxiety is predicted to be lower for nonperfectionists than for both types of perfectionists. Anxiety is expected to be especially high for socially prescribed perfectionists in the failure condition. Results may provide information useful for determining sources of perfectionists' anxiety and how it could be mitigated.

[4A5] The Effectiveness of "Tech Breaks" to Protect Working Memory Performance From Cell Phone-Related Distractions. **Brian Rice.** Wabash College, Sponsored by Dr. Neil Schmitzer-Torbert.

As cell phones have become ubiquitous in today's society, concerns about the effect of regular distractions have been raised by several researchers (Chun, Golomb, & Turk-Brown, 2011; Marois & Ivanorff, 2005). A recent study found that phones have a negative effect on schoolwork when a phone is present, regardless of if the student was actively thinking about his/her phone or not (Ward, Duke, Gneezy, & Bos, 2017). The current study extended this work by testing the efficacy of a "cell phone break" to reduce the negative impact of phones on task performance. Participants were tested over two rounds of working memory testing with a one-minute break between the rounds. Participants were assigned to one of three conditions: Phone Present/No Access, Phone Not-Present/No Access, and Phone-Present/Access. This study is observing if the use of a one minute phone break will negate the negative effect of a phone's presence on working memory.

[4B1] Employment through the Eyes of an Employer. **Samantha R. Smedley**. University of Southern Indiana, Sponsored by Dr. Aimee Mark.

Gender bias in employment is still prevalent in the US. The current study examined whether applicants' gender influences their hireability and whether this gender bias differs as a function of the mode of interview—video (representing face-to-face interview), audio (representing phone interview), or transcript (representing questionnaires on an application). It was hypothesized that males would be preferred over females and that this bias in hiring would be more apparent in the video and audio formats when compared to the transcript format. Participants were randomly assigned to one of three groups—video, audio, or transcript—to observe an interview of two (one male and one female) candidates for a management position, and rate the applicants' hireability, competency, and likeability. The mode of interview and applicant's gender served as independent variables. Participants' ratings of three characteristics of the applicants served as a dependent measure. Data collection is underway.

[4B2] Inability to Ignore Irrelevant Stimuli: Potential Link between Migraine and Attentional Blink. **A.J. Belden**. Wabash College, Sponsored by Dr. Karen Gunther.

We investigated whether individuals who experience frequent migraine attacks (migraineurs) are more likely than the general population to fail to show the attentional blink phenomenon, or the failure to identify a second target presented 180-450 ms (~lags 2-3) after a first target. Individuals who experience little/no attentional blink are called nonblinkers. Migraineurs have been shown to have trouble ignoring irrelevant stimuli. Thus, we hypothesized that migraineurs are more likely to be nonblinkers than nonmigraineurs. Subjects were categorized as migraineurs using the Migraine Screen Questionnaire. All subjects completed both a letter and a color task. Results showed no significant interactions between lag number and migraine group for letter ($p=0.75$) and color ($p=0.69$) tasks. However, in the letter task, nonmigraineurs ($n=14$) performed significantly worse at lag 2 than lag 1 ($p<0.01$) while migraineurs ($n=3$) did not ($p=0.71$), suggesting promising trends for further investigation.

[4B3] Different Dictionaries: Predictors of Error in Identifying Dog Body Language. **Sarah C. Lozano-Ziebart**. Anderson University, Sponsored by Dr. Laura Stull.

Dog body language is often misperceived by dog owners, which may be a contributing factor to the number of dog bites per year, among other concerns. Humans and dogs have a different vernacular for communication: humans primarily through mutually understood verbal and nonverbal language, and dogs through vocalizations (barking and growling) and a large nonverbal dictionary. This study explored the relationship between gender, anthropomorphism, and the ability to correctly identify dog body language and signals. Results show that women anthropomorphize more than men, which is consistent with studies showing the effects of oxytocin on female tendencies toward anthropomorphism and the use of pet-directed speech. However, this does not predict how well a person identified canine body language. Further exploration must be done on the role of gender and anthropomorphism, particularly as human-animal interaction studies gain popularity.

[4B4] Teacher Attitudes and Knowledge of Praise as a Classroom Management Strategy. **Madison B. Fisher**. Eastern Illinois University, Sponsored by Dr. Margaret Floress.

When used correctly, praise is a simple, effective strategy that improves student disruptive behavior and increases instructional time. Unfortunately, many teachers report receiving little classroom management training and feeling unprepared to manage student problem behavior. The present study examines teachers' knowledge and attitudes towards praise, and whether there is a relation between teachers' knowledge of praise and their acceptance of the strategy. In total, 143 general education elementary teachers completed the PKAT and the BIRS-P to examine the relation between teachers' knowledge of effective praise use and teachers' acceptability of praise as a classroom management strategy. On average, teachers had adequate knowledge of praise and reported that praise was an acceptable strategy. In addition, there was a significant relation between teacher knowledge of praise and their acceptance of the strategy. Implications and future directions are discussed.

[4B5] Effect of Emotional Intelligence on Conflict Perception in Relationships. Meredith Caldwell, Bridger Falkenstien, & Isabel Shirey. Drury University, Sponsored by Dr. Mary Utlej.

Emotional Intelligence (EI) influences the interactions of every relationship and is a contributing component to relationship stability and happiness (Moeller & Kwantes, 2015). Previous research suggests that perspective plays a mediating role in EI's effect on relationship quality (Schroder-Abe & Shutz, 2011). In this study, to measure the significance of perception and EI on relationship conflict, video clips displaying constructive and destructive conflicts were shown to participants, who were then given a brief questionnaire to rate the videos on several characteristics of both constructive or destructive conflict management styles. The Schutte Self-Report Emotional Intelligence Test was used to measure participants' EI before the manipulation (Schutte, et al., 1998). We predict that subjects with higher EI will have a more accurate perception of the effectiveness and type of conflict management behaviors used compared to those with a lower EI. Data analyses are ongoing.

[4C1] Stress Responses to Visual Threat. Kierstin Riels. Ball State University, Sponsored by Dr. Stephanie Simon-Dack.

Research on individual symptoms of schizotypy will not only deepen understanding of symptom interactions in schizotypy, but also in the larger schizophrenia spectrum and the many other disorders affected by symptoms characteristic of schizotypy. This study aimed to assess the relationships between overall schizotypy, paranoia, constricted affect and stress responses to threat. Both behavioral and physiological stress response data were collected. Participants were presented threatening images while heart rate and skin conductance levels were recorded to investigate differences in physiological responses among the range of schizotypy scores on the Schizotypal Personality Questionnaire. Hypothesis testing showed that two out of three hypotheses were supported. Post-hoc analyses show that baseline heart rate and skin conductance to neutral, but not threatening, images significantly predict paranoia scores.

[4C2] Effects of Gender and Type of Mental Illness on Mood. Paige V. Darnell. Eastern Illinois University, Sponsored by Dr. Jeffrey Stowell.

This study examined potential differences in participants' mood and heart rate after hearing a personal narrative of individuals with symptoms of depression or schizophrenia. I hypothesized that females would have greater mood and heart rate changes than males, and the females in this study would empathize and sympathize with the persons in the descriptions more than males. Participants completed the 12-item Adolescent Measure of Empathy and Sympathy (AMES), and the 20-item Positive and Negative Affect Schedule (PANAS). Heart rate, blood pressure, and mood were measured before and after hearing the narrative. Results from the study will be presented at the conference. Studying mood alterations associated with reactions to others with symptoms of mental illness may lead to ways to diminish the stigma of those diagnosed with a mental illness.

[4C3] The Relationships Between God-Love, Self-Love, and Shame-Proneness. Mitchell Stacy. Anderson University, Sponsored by Dr. Laura Stull.

A growing body of literature has found shame to be consistently linked to problematic outcomes. Conversely, literature also demonstrates that love might mitigate or oppose the effects of shame. Despite this, there is a lack of research which explicitly examines love and shame simultaneously. Furthermore, previous literature has examined multiple qualities of love, but has not examined multiple sources of love. The purposes of this present study, therefore, were to examine the relationship between love and shame, while diversifying love based upon source (i.e. love from the self and love from God). These three variables: God-love, self-love, and shame-proneness were examined using correlation and regression methodologies. God-love was found to correlate with, and predict, self-love, while self-love was found to correlate with, and predict, shame-proneness. Future research should continue to examine the relationships between shame and perceived love from multiple sources.

[4C4] Multi-Tasking and the Effects on Test Performance. Dayne Merkley. Thomas More College, Sponsored by Dr. Maria McLean.

This experiment studied the effects of multitasking on college students' test performance. Participants (N=70) were randomly assigned to an experimental or control group. All participants were asked to complete a reading test and a vocabulary test. The experimental group responded to several text messages and listened to music during the tests. The control group took the tests without texting or listening to music. Both groups were asked to respond to a demographics questionnaire. The researcher hypothesized that the participants in the experimental group would score significantly lower on the tests and take significantly longer to complete the tests. Results indicated that the experimental group had significantly lower scores on the vocab test than the control group. However, no significant time differences were found between groups on either test. Findings were discussed in light of research by Crawford (2009), Currie (2014), Elder (2013), and Harmon (2008).

[4C5] The Role of Gender on Bystander Intervention. Kelsey Baker, Troy Bridges, Bailee Couch, & Justise Northrup. Franklin College, Sponsored by Dr. Jamie Bromley.

This study explored the relationship between the bystander effect and gender. In previous research, it was demonstrated that males were more likely to respond to the victim if they were a female (Laner et al., 2001). However, research is limited in looking at helping behavior when there is already one helper present. The researchers hypothesized that males will be more likely to help a female victim when there is already a female helping; the researchers also hypothesized that females are just as likely to help a female victim when there is already a female helping. Participants were from a small liberal arts college in the Midwest. Researchers administered a memory task as a deceptive measure while a mild emergency occurred in the hallway. Afterwards, the BFI and a questionnaire were administered. Researchers ran a one-way ANOVA test among the three variables.

[4D1] Priming, Personality, and Behavior: Interactions and Influences. Brett Bell, Michelle Herman, & Coral McLaughlin. Drury University, Sponsored by Dr. Mary Utley.

The concept of complete free will has frequently been hailed as one of the most significant abilities human beings possess (Custers & Aarts, 2010). But some decisions can be influenced. For example, recent research suggests that priming can affect the way a person thinks (Loersch & Payne, 2011). However, there are still contradictory findings within current priming studies (Shanks, 2017). The researchers examined personality, specifically conscientiousness, to see if it moderates the effects of priming and thus explains some of the variability of priming. The researchers hypothesize (H1) that subjects primed with other-focused priming will score higher on the task than subjects primed with self-focused priming. The second hypothesis is (H2) that subjects who score higher on conscientiousness and primed with other-focused priming will perform faster on the task than subjects who score lower on conscientiousness. Data analysis are still ongoing.

[4D2] The Effect of Positive and Negative Information on Fear Conditioning and Different Threat Types. Rachel Bell. Marian University, Sponsored by Dr. Jeff Kellogg.

This study evaluated animal fear conditioning and different threat types. Participants read either a neutral/ positive (general information about the animal) or a negative (negative/ 'scary' facts about the animal) paragraph about a certain animal. They were then asked to answer questions regarding whether or not they would hold, touch, learn more about the animal. Participants then viewed a picture of an animal and rated the amount of disgust threat, uncontrollable threat, unpredictable threat, and physical threat they feel from the animal. It was hypothesized that a positive prompt about an animal will relate to lower levels of fear, and a negative prompt will relate to higher levels of fear. It was also hypothesized that when shown a picture of a disgust-inducing animal, disgust threat will be the most highly correlated with that type of animal; a picture of a predatory and a disease-causing animal will be most highly correlated with physical threat.

[4D3] Walking vs Yoga: The Effectiveness of Different Modes of Exercise on Stress. Karlee Demsey, A. Bailey, C. Nelms & T. Ryan. Franklin College, Sponsored by Dr. Jamie Bromley.

To alleviate stress in college students, this study investigated whether exercise can decrease the levels of stress in college students, which might lead to creating healthy coping strategies students can utilize whenever stressed. Past research examined the relationship between psychological responses in yoga, water aerobics and walking. The results showed that exercise significantly lowered anxiety levels (Bing & Kilpatrick, 2006). These findings influenced the current research, which hypothesized that neuromuscular exercise will decrease stress more than aerobic exercise and more than no activity as well. Participants were told they would have to give a speech to induce stress. Participants were divided into one of three groups: yoga, walking, and a control group. Participants were given a stress survey before and after the intervention. Exertion level was also measured during the physical activity. Data will be analyzed using a one-way ANOVA.

[4D4] The Influence of Companion Animals on the Quality of Life of Adolescents. Madison Harper. Anderson University, Sponsored by Dr. Laura Stull.

Prior research has found that spending time with one's companion animal, particularly for those who are greatly attached, positively relates to quality of life. To investigate this further, a survey was completed by 266 undergraduate students from a small, liberal arts university in the Midwest. Participants completed a measure of quality of life and, if they had a pet during their adolescent years, completed a measure of attachment to their pet. Results revealed insignificant differences in quality of life scores between the groups: with and without a companion animal. There was no difference in attachment scores between dogs and cats. However, those who exhibited lower quality of life scores during their adolescent years revealed greater attachment to their companion animals. This contradicted my initial hypothesis but has profound implications for future research.

[4D5] Beyond A Bruise: When Abuse Becomes Emotional Baggage. Kayla L. Medaris. Anderson University, Sponsored by Dr. Laura Stull.

More research is needed to examine the negative consequences of abusive relationships. The present study examined the relationship between self-esteem and emotional abuse (EA) within an intimate partner relationship from the age of 18 to current day. Participants included 77 students, with 87% reporting experiencing EA of varying levels. Each participant completed a series of measures through an online questionnaire, including demographic questions, a measure of self-esteem, and levels of emotional abuse. Results indicated that there was not a significant correlation between current self-esteem and past EA, nor was there a difference in self-esteem levels among men and women who had experienced EA. The findings of the present study indicate a need to research other factors that may aid in improving self-esteem after experiencing EA.

[4E1] Rated "A" for Aggression. MacKenzie Rogers & Megan Goebel. Franklin College, Sponsored by Dr. Jamie Bromley.

This study assessed aggression and video game ratings. The Entertainment Software Rating Board rates all video games sold in stores (Rogers & Goebel, 2018). Continued study of video games and their effect, negative or positive, on individual traits will be beneficial to consumers (Rogers & Goebel, 2018). It was hypothesized that there would be a difference in aggression based on game rating. Shooter games with similar violent content were selected across rating criteria with three conditions: Everyone, Teen, and Mature. Participants were from a small liberal arts college in the Midwest. Participants were randomly assigned one of three games to play 15 minutes: Counter Force, Medal of Honors: Heroes 2, or Call of Duty: Black Ops. Participants completed the Competitiveness Index, Word Completion Task, and a gaming habits survey after gameplay. Data will be analyzed using a one-way ANOVA.

- [4E2] Counselor Characteristics: Is One Type of Gender Perceived to Have Better Counselor Characteristics than the Other? **Alison Sieg**. University of Southern Indiana, Sponsored by Dr. Francesca Ortegren.

The current study investigated the effects that stereotypical male and female characteristics have when choosing a counselor. Often times, females are seen as having empathy, being emotional, and caring; whereas, males are seen as being aggressive, tough, and powerful (Trepal, Wester, & Shuler, 2008). Specifically, this study examines whether "good" counselors have gender specific (male/female) characteristics, and whether or not clients choose counselors who are the same gender as themselves. I hypothesized that a mix of female and male characteristics would be most desirable in choosing a counselor. I also hypothesized that clients would choose the same gender counselor as themselves. Data collection is still in progress; however, the results will be discussed by comparing the desirability of gender specific characteristics and comparing the participant's gender to the counselor they chose.

- [4E3] Effects of Mindfulness on Standardized Test Performance. **Taylor Carlton & Tessa Watt**. Drury University, Sponsored by Dr. Jennifer Silva Brown.

Mindfulness is defined as acting with awareness in a nonjudgmental and accepting manner (Witkiewitz, Lustyk & Bowen, 2013). This study sought to investigate the impact of mindfulness on GRE performance. Sixty participants were recruited and randomly assigned to either a 5-minute control or mindfulness condition. Subsequently, participants completed a timed practice portion of the GRE. The experiment also measured dispositional mindfulness. It was predicted that a five-minute mindfulness exercise will result in higher scores on the GRE set. It was also hypothesized that students scoring higher on the dispositional mindfulness facets of observation, describing, and awareness will achieve higher scores on the GRE set. Results will be discussed in terms of causal link between mindfulness exercises and GRE performance. Data will also discuss the possible correlation between dispositional mindfulness and GRE performance.

- [4E4] The Influence of Perfectionism on Anxiety in Response to Failure. **Annalee D. Wilson**. Earlham College, Sponsored by Dr. Kathy Milar.

Perfectionism has been shown to be associated with anxiety and other forms of negative affect. However, few studies have looked at whether perfectionists may be more responsive to failure than non-perfectionists. The present study investigated whether level of perfectionism would influence the amount of change in anxiety in response to failure. To measure perfectionism, this study used the Multidimensional Perfectionism Scale (MPS) (Hewitt & Flett, 1991). Participants completed an unsolvable tangram puzzle in order to induce feelings of failure. Upon completion of the tangram task, there was an overall increase in anxiety across participants. However, overall level of perfectionism did not significantly influence change in anxiety. A correlation was found between socially prescribed perfectionism and post-failure anxiety scores, suggesting that socially prescribed perfectionism may have a greater influence on anxiety than other forms of perfectionism.

- [P01] Sustained Goal-Setting to Help First Year College Students Self-Regulate. **Bradford McClain & Kendal Emerson**. Thomas More College, Sponsored by Dr. Maria McLean.

This research explored the effects of sustained goal setting on first year college students' (n=59) ratings of self-regulation and related measures. Two classes completed baseline and follow-up measures of these. In the experimental class, students were asked to set proximal and distal goals, to evaluate their progress on a bi-weekly basis, and to listen to motivational presentations on how to engage in goal-setting, the value of goal-setting, and links between academic goals and broader life goals possibly linked to one's purpose in life. Students in the control class did not engage in the goal setting procedures. It is hypothesized that students in the goal setting class will score higher on the dependent measures over time when compared with the students in the control group. Data collection is continuing and results will be analyzed and compared with the findings of Locke and Latham (1990), Gross and John (2003) & Koch and Nafziger (2011).

[P02] Gender Differences in Perceptions of Infidelity. **Dawson Meyer**. Hannibal-LaGrange University, Sponsored by Dr. Steven Voss.

This research sought to examine possible gender differences regarding situations that may be perceived as signs of relational unfaithfulness. A sample of 80 college undergraduates (40 males, 40 females) completed a 20-question survey that had participants respond to scenarios about their partner in situations that may be considered unfaithful. The initial hypothesis of the study was that females would show more concern about infidelity than males. After assessing the data for normality and equal variances, a two-sample t-test was used to test for differences. The analysis did not support the initial hypothesis. Rather, both genders showed very similar responses for each of the twenty questions in the survey. Findings such as these can lead to a better understanding of how and why partners respond to certain types of behavior engaged in by their partners. This information can be beneficial for partners wanting to learn more about healthy relationships.

[P03] Combatting Gender Stereotype Threat Present in Mathematics. **Steven Clayton, Lisa Melies, & Darren Defreitas**. Central Methodist University, Sponsored by Dr. Jacqueline Anson.

Stereotype threat occurs whenever an individual of a group feel at risk of confirming that stereotype, especially when presented material pertaining to the stereotype. We attempt to combat the stereotype present to women. Performance will be measured by the number of mathematic problems attempted. A positive message about women in the STEM fields will be read by each woman in the experimental group and a control group of women will be reading a neutral message. Next we will administer a short timed division test, and ask the participants to measure their confidence after they take the test as a manipulation check. We are expecting that the women that read the positive message will significantly perform better than the women reading the more neutral message.

[P04] Impact of Sleep Education on College Students. **Cami Etgen**. DePauw University, Sponsored by Dr. Rebecca Achtman.

Undergraduates have a high prevalence of sleep problems that negatively affect academic performance, physical health, psychological wellbeing, and safety. A sleep education program was developed to inform people of proper sleep habits to improve sleep behaviors. We used the Sleep Beliefs Scale (SBS), Sleep Hygiene Index (SHI), and Pittsburgh Sleep Quality Index (PSQI) to survey undergraduate students before and after the sleep education program (experimental group), or at two time points separated by several weeks with no education program (control group) to determine the effectiveness of the program in improving sleep behaviors. Significant differences were found between the experimental and control group for the SBS, indicating a difference in sleep knowledge, but no significant differences were found for the SHI or PSQI. These results indicate that the sleep education program improved sleep knowledge, but not sleep hygiene or sleep quality.

[P05] The Role of College Major and Target Age on Deceit Detection. **Eliza Tovizi, Susanne Tindalid, Ben Davis, & Mandi Hoyle**. Westminster College, Sponsored by Dr. Abby Coats.

Many people would like to believe that they are able to detect when others are lying to them, but this raises the question if there are certain factors that predict deceit detection ability. In this study we examine the role that college major and target age plays in college students' ability to detect deceit. Participants watched videos of children, young adults, and older adults and determined whether they were truthful or deceitful. We predicted that psychology and education majors would be more accurate at detecting deceit than other majors, and that students would be better at detecting deceit in people within their age range. The results suggested that there was a trend such that psychology and education majors were marginally better at detecting deceit. Furthermore, college students were significantly more accurate at detecting deceit in children and older adults, contradicting our assumptions. Results have implications for intergenerational interactions.

- [P06] Self-Compassion and Self-Esteem between High and Low Performers among NCAA II Student-Athletes. **Elizabeth Boik & Abbey Huffine**. University of Southern Indiana, Sponsored by Dr. Urska Dobersek.

Self-compassion (SC) and state self-esteem (SSE) have a strong positive impact on psychological health and are positively related to athletic success (Neff, 2009; Neff, 2011). The goal of the present study was to investigate SC and SSE between high and low performers during athletes' competitive season. Participants completed self-report State Self-Esteem Scale (Heatherton & Polivy, 1991) and Self-Compassion Scale-Short Form (Raes et al., 2011). None of the results were significant, however, high performers ($n = 87$) scored higher on social SSE ($M = 26.56$, $SD = 5.80$) than low performers ($M = 25.90$, $SD = 5.16$), $t(207) = 0.89$, $p = .39$. High performers ($n = 86$) scored higher on self-kindness subscale of SC ($M = 3.33$; $SD = 0.81$) than low performers ($M = 3.25$; $SD = 0.75$), $t(208) = 0.73$, $p = .45$. The findings of this study could benefit coaches and mental performance consultants by promoting acceptance and self-kindness to increase athletes' emotional equanimity.

- [P07] How Psychological Contract Breaches Affect Intent to Leave a University. **Drew Tillman**. Central Methodist University, Sponsored by Dr. Jacqueline Anson.

A psychological contract breach (PCB) is a perceived breach in obligation between a person and an organization. In this study, 35 students completed surveys that asked about their college experience expectations and how these expectations measured up to their actual perceived experience. In addition, the survey also measures students' intentions to remain at the college. It was found that there was a positive correlation between the participant's intent to leave the university and whether or not a perceived PCB has occurred.

- [P08] Behavioral and Psychophysiological Measures of Sensation Seeking on Recognition Memory. **Bailey McGuffin, Stephen Cole Plouvier, & Paul Sanford**. Eastern Kentucky University, Sponsored by Dr. Adam Lawson.

Sensation seeking behavior can be used to identify individuals that may engage in risk-taking behavior. This study looked at differences in recognition memory of word pairs among low, moderate, and high sensation seekers. Participants ($N=45$) completed a computerized study and recognition task and also completed Zuckerman's sensation seeking scale (form V). Both behavioral (response accuracy, response time) and psychophysiological data (galvanic skin response, heart rate) data were collected. Results showed substantial memory effects with greater activation, accuracy, and speed for items studied three times as opposed to one time, but no substantial sensation seeking differences were found. These findings suggest that sensation seeking differences are not robust for recognition memory.

- [P09] The Impact of Environmental Factors on the Acquisition of Social Skills. **Seth Sharpe**. Indiana University-Purdue University Columbus, Sponsored by Dr. Kimdy Le.

Social skills and certain behaviors begin to form as early as two months old. These skills include, but are not limited to anger management, empathy, sympathy, and social perceptiveness. Factors like parents being present can have an impact on these skills, but the presence or absence of siblings, the presence or absence of pets, and being homeschooled versus going to a conventional school are the focus of this project. My hypothesis for this project is people will have higher social skills score if they have siblings and pets and if they have been conventionally schooled, rather than not having siblings or pets and if they have been homeschooled. However, it can get complicated if they have two of the criteria rather than all three. For example, if someone was homeschooled, but had siblings and pets, they would have a higher score than a homeschooler with no siblings or pets. I also believe that siblings will have a greater impact on social skills than pets.

- [P10] Relationship Between Students' Epistemologies and their Ability to Evaluate Arguments. **Ben Pfingston, Gunnar Lynch, & Lauren Dillard.** University of Southern Indiana, Sponsored by Dr. Srikanth Dandotkar.

Epistemologies are one's beliefs about knowledge and learning. Research suggests that students with refined epistemologies perform better in academics than less refined ones. We examined the relationship between students' epistemologies and their ability to evaluate arguments. We hypothesized that students with refined epistemologies would evaluate arguments better than those with less refined beliefs. Participants evaluated arguments and took an epistemic questionnaire before recalling arguments. Participants were identified as refined and less refined in their beliefs about the speed of knowledge acquisition, structure of knowledge, and knowledge construction and modification. Students' level of epistemic-beliefs served as the exploratory variable. Students' accuracy in evaluating arguments served as a dependent measure. Results suggest that students with refined beliefs about the speed of knowledge acquisition evaluated arguments more accurately than those with less-refined beliefs.

- [P11] Correlation of Belief in Free Will and Endorsement of Punishment. **Kylie Tillman.** Central Methodist University, Sponsored by Dr. Jacqueline Anson.

The criminal justice system is based upon the idea of administering justice and punishing those who commit crimes. But, what if these judgments are subconsciously based upon personal philosophies about behavior and not psychological research? I hypothesize that there will be a positive correlation between an individual believing in free will and them endorsing punishment. To test this, participants will be given a survey asking them to respond to statements that measured first how much they agree with statements about Free Will versus the statements about Determinism on a Likert scale. Then, they will respond to statements assessing how willing they are to endorse punishment or rehabilitation on a Likert scale.

- [P12] Experiences of Domestic Students of Color and First-Generation College Students In STEM. **Quinn Keegan, Brittany Davis, Krista Kaleel, Ayo-Oluwa Laleye, & Estafanie Solis.** DePauw University, Sponsored by Dr. Pamela Propsom.

Historically, research has found significant differences in the performances of minority students, specifically domestic students of color (DSOC) and first generation (FG) students in science and math classes (Collier & Morgan, 2008; Palmer, 2011). To better understand the roots of this chasm between the accomplishments of DSOC and FG students compared students not in these categories, we conducted multiple 1.5 hour long focus groups with DSOC and FG students who shared their experiences in science and math classes. Our research contributes to existing literature by examining the experiences of attending a small, predominantly white institution in students from marginalized groups in science and math courses.

- [P13] The Effect Legalization of Marijuana has on Illicit Drug Use. **Samantha Northrop.** Hannibal-LaGrange University, Sponsored by Dr. Steven Voss.

As of January 1, 2018 eight states have legalized recreational use of marijuana. This study sought to find out if there is a relationship between the use of marijuana and the use of harsher illicit drugs. A survey containing thirteen multiple-choice questions and one short answer question was posted in an on-line format and sent out through multiple social media sites. There were 811 eligible survey responses. After using a chi-square analysis it was found that the data show a significant relationship between state marijuana laws and participants' marijuana usage but not between state laws and participants' illicit drug usage. There was a significant relationship between marijuana usage and illicit drug usage by state regardless of state marijuana laws. This result did not support the hypothesis that there is more illicit drug use in states that have legalized marijuana.

- [P15] A Bayesian Reanalysis of Correlations between Cortical Thickness and Strategic Choices in Economic Games. **Jeremy M. Bilfield**. The Ohio State University, Sponsored by Dr. Trisha Van Zandt.

Yamagishi et al. 2015 examined correlations between dorsolateral prefrontal cortex (DLPFC) thickness and giving in two economic games (dictator and ultimatum) and strategic behavior in a Machiavellian game (MG). Results showed DLPFC thickness was correlated with selfish behavior in the dictator game (DG) and strategic behavior in the MG. If DLPFC thickness is a sign of increased control, it implies that the selfish behavior seen in the DG is a result of such control. This, in turn, suggests prosocial behavior may not require planned control. These findings run counter to the usual interpretation of human behavior in economic games (that prosocial behavior requires control), and the significance level of their findings was higher than prescribed by recent literature (Benjamin et al., 2017). I reexamine the data from a Bayesian perspective and present a number of Bayesian model fits to the data. I conclude by contrasting these analyses with Yamagishi's interpretation.

- [P16] Impact of Illicit Drug Use on the Recognition Memory of Both Drug-related and Not Drug-Related Words. **Madison Rucker, Jackson O'Daniel, Amanda Kute, & Paul Sanford**. Eastern Kentucky University, Sponsored by Dr. Adam Lawson.

We examined the influence of prior illicit drug use on recognition memory of word pairs. The recognition task included drug word pairs studied once ($n = 15$), word pairs studied three times ($n = 15$), and new word pairs ($n = 30$). A corresponding number of non-drug word pairs were also used ($n = 60$) for a grand total of 120 word pairs. Prior drug use was measured using the Drug Abuse Screening Test (DAST-20), and dependent variables included response accuracy and response time. Results ($N = 36$) revealed more accurate and faster responses to word pairs studied three times as opposed to studied once. Also, drug-pairs were better remembered overall than non-drug pairs across all participants. A Group by Word Type interaction also revealed that prior drug users responded faster than non-drug users to both drug and nondrug word pairs.

- [P17] The Experiences of International Collegiate Students in STEM Courses as Examined through Focus Groups. **Sydney Majka, Hira Ahmad, Ivy Li, & Berenice Conteras**. DePauw University, Sponsored by Dr. Pamela Propsom.

In order to better understand international students' experiences in STEM courses, a private liberal arts university conducted voluntary student-led focus groups. These focus groups sought to identify the challenges faced in the American classroom. Difficulty articulating ideas in English characterizes international students' overall college experience, according to the work of Lin and Yi (1997). The questions we presented aimed to spark discussion among the students about STEM courses. Focus group comments reflected students' experiences regarding professors, fellow students, coursework, different departments, teaching styles, and classroom atmosphere. There was an effort to acknowledge and record both the successes and challenges of these students. The data illustrate that a significant portion of participants from this minority group experience some form of alienation within the classroom.

- [P18] Relationships Between Facebook and Depression. **Danielle Sears**. Central Methodist University, Sponsored by Dr. Jacqueline Anson.

A correlational study is currently being conducted to find a relationship between Facebook and depression, specifically looking at the levels of depression and self-esteem related to how individuals use their Facebook account. Data will be collected using a paper-and-pencil survey from a sample of 60 college students at a small university. I hypothesized that individuals who use Facebook primarily for surveillance purposes will have higher depression and lower self-esteem; Individuals who use Facebook primarily for self-presentation purposes will have lower depression and higher self-esteem; and individuals with lower self-esteem will have higher depression associated with more Facebook use.

[P19] Influence of Stimulus Similarity on Measures of Deception. Morgan N. Price & Alexandria N. King. Eastern Kentucky University, Sponsored by Dr. Adam Lawson.

Detecting deception through use of stimulus similarity could enhance the accuracy of deception detection. Participants (N = 16) completed either a mock crime or an innocent-errand scenario task, and then questioned about the event on a second day. The Day 2 questioning involved participants reporting recognition of photos that were a) scenario-relevant (SR), b) highly similar to SRs, c) less similar to SRs, d) personally relevant, and e) foils. Deceptive participants lied about involvement in the scenario, but responded honestly otherwise. Innocent participants responded honestly to all questions. Participants in the Deceptive Group were faster and more accurate than the Innocent Group during the examination, this occurred for all but personally relevant and foil photos. This research shows that differences between people who deceive and those who do not depend on the stimulus presented.

[P20] Anchoring Effect on Ingroup and Outgroup Conformity. Berenice Contreras, Andrew Gold, Michael Rivera, & Zhaoyan Liu. DePauw University, Sponsored by Dr. Rebecca Achtman.

The present study examined participant conformity between ingroup and outgroup conditions and high and low anchors. College students (N = 80) were approached at different locations on the campus of a small, liberal arts university and were asked "on average, what is a reasonable amount for students to pay for books in one semester?". Each participant was handed a sheet of paper, containing eight prefilled answers, to record his or her answer. In order to manipulate the ingroup and outgroup status, the prefilled responses were identified as all student or all faculty, respectively. In addition, we manipulated the prefilled answers to average a high amount, \$550, or low amount, \$50, to investigate if anchoring would have an affect on participant conformity. Our results show an anchoring effect in both conditions $p = < .001$, but no significant difference between ingroup and outgroup conformity $p = .14$. These results imply that students conform to anchors regardless of group status.

[P21] Do cross-racial interactions lead to worse eyewitness memory? Kristyn Lukjan. University of Louisville, Sponsored by Dr. Keith Lyle.

In some crimes, it is important for witnesses to remember, not only what they saw (eyewitness memory), but what they heard (earwitness memory). We examined whether cross-racial interactions reduced recall memory among earwitnesses. Subjects watched a video of a simulated carjacking in which the perpetrator (a White male) gave verbal instructions. Immediately after the video, subjects were asked to recall the instructions. Subjects were classified based on their own self-description as either being of the same race as the perpetrator or a different race. Different-race subjects remembered a significantly smaller proportion of the instructions than did same-race subjects. False recall was quite low and neither group was more likely to falsely recall unsaid things. These results suggest earwitness memory suffers when interactions are cross-racial versus within-race. One plausible hypothesis is that subjects allocate less attention to the perpetrator if they are not the same race.

[P22] Evaluating Stress Levels of College Seniors Entering the Work Force vs. Graduate School. Emily Pfeiffer. Hannibal-LaGrange University, Sponsored by Dr. Steven Voss.

The purpose of this study was to assess whether a difference in stress levels existed between college seniors who are going to graduate school, those who are going straight into the workforce, and those who are undecided. This study involved 45 seniors from a small Midwestern University. The participants were given the Cohen Perceived Stress Scale, along with a few demographic questions. I hypothesized that seniors going straight into the workforce would have the highest stress levels. After running a one-way ANOVA, no significant difference in stress levels between the three groups was found. However, results showed a difference did exist between stress levels of males and females with females experiencing higher levels of stress.

[P23] Seeing Nice and Being Nice: The Influence of Prosocial Media on Prosocial Behavior. **Kelsi Dye, Abby Joens-Witherow, Meghan Sink, & Sarah Hall.** DePauw University, Sponsored by Dr. Rebecca Achtman.

Media has profound effects on behavior. While prior literature has focused on violent media, our research examined the effects of prosocial media on willingness to engage in prosocial behavior. Thirty-five undergraduate students participated in our study and watched one of two clips from the film *Holes* (2003). Participants viewed either a prosocial clip depicting helping behavior or a neutral clip without helping behavior. Inclination towards helping behavior was measured by a survey asking whether they were willing to help recruit blood donors for a organization by making phone calls. If willing, the survey asked how many calls they would make. The average number of calls participants offered to make was 1.53 for the prosocial condition and 0.16 for the neutral condition. Participants shown the prosocial clip were more willing to make a higher number of calls, $t(33) = -2.35$, $p = .025$, supporting our hypothesis that prosocial media increases willingness to engage in prosocial behavior.

1. Anderson University, Anderson, IN 460121A2, 1A3, 1B1, 1C4, 1E3,
1E5, 2A3, 2B2, 2B5, 2C1,
2C4, 3A4, 3A5, 3B1, 3C3,
3E2, 3E3, 4A1, 4A2, 4B3,
4C3, 4D4, 4D5
2. Ball State University, Muncie, IN 47306.....1A4, 4C1
3. Butler University, Indianapolis, IN 462082C3
4. Central Methodist University, Fayette, MO 65248.....2A2, P03 P07, P11, P18
5. DePauw University, Greencastle, IN 46135.....P04, P12, P17, P20, P23
6. Drury University, Springfield, MO 658021B5, 1C1, 1D3, 2A1, 2A4,
2E5, 3A3, 3B2, 3C5, 4B5,
4D1, 4E3
7. Earlham College, Richmond, IN 473741C2, 2B3, 2B4, 3C4, 4E4,
8. Eastern Illinois University, Charleston, IL 619201A1, 1C3, 2B1, 2D5, 2E3,
3C1, 3D3, 3E4, 4A3, 4B3,
4C2
9. Eastern Kentucky University, Richmond, KY 40475P08, P16, P19
10. Franklin College, Franklin, IN 461311D2, 1D5, 3B5, 3D1, 4C5
4D3, 4E1
11. Hannibal-LaGrange University, Hannibal, MO 63401P02, P13, P22
12. Huntington University, Huntington, IN 467501B4, 3A2
13. Indiana University-Purdue University Columbus, Columbus, IN 47203P09
14. Jefferson College, Hillsboro, MO 63050.....3B4
15. Lorain County Community College, Elyria, OH 440352D2
16. Marian University, Indianapolis, IN 462221E2, 4D2
17. St. Norbert College, De Pere, WI 541152A5
18. The Ohio State University, Columbus, OH 43210P15
19. Thomas More College, Crestview Hills, KY 41017.....1D4, 2D4, 3D2, 4C4, P01
20. University of Louisville, Louisville, KY 40208.....P21
21. University of Southern Indiana, Evansville, IN 477121A5, 1B2, 1B3, 1D1, 1E4,
2C5, 2D1, 2D3, 3B3, 3D5,
3E1, 4A4, 4B1, 4E2, P06,
P10
22. University of Wisconsin - Eau Claire, WI 54701P14
23. Wabash College, Crawfordsville, IN 47933.....1C5, 1E1, 2E1, 2E2, 3A1,
3D4, 3E5, 4A5, 4B2
24. Washington University in St. Louis, St. Louis, MO 63130.....2C2
25. Western Kentucky University, Bowling Green, KY 421012E4
26. Westminster College, Fulton, MO 652513C2, P05

Anderson University

Dr. Laura Stull—1A2, 1A2,
1A3, 1B1, 1C4, 1E3, 1E5, 2A3,
2B2, 2B5, 2C1, 2C4, 3A4, 3A5,
3B1, 3C3, 3E2, 3E3, 4A1, 4A2,
4B3, 4C3, 4D4, 4D5

Ball State University

Dr. Stephanie Simon-Dack—
1A4, 4C1

Butler University

Dr. Chad Bauman—2C3

Central Methodist University

Dr. Jacqueline Anson—2A2,
P03, P07, P11, P18

DePauw University

Dr. Pamela Propsom—P12, P17
Dr. Rebecca Achtman—P04,
P20, P23

Drury University

Dr. Jennifer Silva Brown—1C1,
2A1, 2E5, 3A3, 4E3
Dr. Richard Schur—2A4
Dr. Mary Utley—1B5, 1D3, 3B2,
3C5, 4B5, 4D1

Earlham College

Dr. Isaac Hunter—2B4
Dr. Kathy Milar—1C2, 2B3, 4E4
Dr. Maggie Thomas—3C4

Eastern Illinois University

Dr. William Addison—1C3, 2E3
Dr. Margaret Floress—1A1, 4B3
Dr. Daniele Nardi—2D5, 4A3
Dr. Jeffrey Stowell—2B1, 3C1,
3D3, 3E4, 4C2

Eastern Kentucky University

Dr. Adam Lawson—P08, P16,
P19

Franklin College

Dr. Jamie Bromley—1D2, 1D5,
3B5, 3D1, 4C5, 4D3, 4E1

Hannibal-LaGrange University

Dr. Steven Voss—P02, P13, P22

Huntington University

Dr. Rebecca Benjamin—1B4,
3A2

**Indiana University-Purdue
University Columbus**

Dr. Kimdy Le—P09

Jefferson College

Dr. Brandon Whittington
3B4

**Lorain County Community
College**

Mr. James Jordan—2D2

Marian University

Dr. Jeff Kellogg—1E2, 4D2

St. Norbert College

Dr. Paul Ngo—2A5

The Ohio State University

Dr. Trisha Van Zandt—P15

Thomas More College

Dr. Maria McLean—1D4, 2D4,
3D2, 4C4, P01

University of Louisville

Dr. Keith Lyle—P21

**University of Southern
Indiana**

Dr. Aimee Adam—1D1
Dr. Srikanth Dandotkar—1B3,
3B3, P10
Dr. Katherine Daniels—1A5,
3E1, 4A4
Dr. Urska Dobersek—3D5, P06
Dr. Sidney Hall—2D3
Dr. Aimee Mark—1B2, 2D1, 4B1
Dr. Francesca Ortegren—1E4,
2C5, 4E2

**University of Wisconsin - Eau
Claire**

Dr. Heather Moody—P14

Wabash College

Dr. Preston Bost—3E5
Dr. Karen Gunther—4B2
Dr. Robert Horton—1C5, 1E1,
3A1
Dr. Eric Olofson—2E1, 2E2
Dr. Neil Schmitzer-Torbert
3D4, 4A5

**Washington University in St.
Louis**

Dr. Tammy English—2C2

Western Kentucky University

Dr. Anthony Paquin—2E4

Westminster College

Dr. Abby Coats—3C2, P05