

Psychology & Gender Research Symposium

Department of Psychology

Co-sponsors

The Center for Gender Studies

Office of Undergraduate

Research and Scholarship

7th Annual
Fall 2019



Tuesday
December 3rd

Heth 022 & 014
4:00 - 7:00 pm

Psychology & Gender Research Symposium Fall 2019 Program

 Center for Gender Studies presentations

Session 1

Oral Presentations

4:00-6:00 – Heth 022

-Liz Aker & Jenna Anderson 

The relationship between BMI and Self-Perception in adolescence.

Faculty Mentor: Jayne E. Bucy

- Salena Diaz

Classifying relationships: How interracial, satisfied, and committed are they?

Faculty Mentor: Nicole Iannone

-Lataja Allen & Ally Marcus

Not just a two-way street: The impact of family structure on school anxiety and self-esteem.

Faculty Mentor: Jayne Bucy

-Angie Austin & Wei Lo

The effect of parent expectations and perceived academic performance on parental involvement in school activities over time.

Faculty Mentor: Jayne Bucy

- Christine Christmas & Brennan Polachek

Effects of parental marital status and warmth in parenting on child self-perceived internalizing problems at school.

Faculty Mentor: Jayne Bucy

- Francesca Tozzi & Grayson Reynolds

Academic self-competence, internalizing problems, and academic achievement among fifth-grade students.

Faculty Mentor: Jayne Bucy

-Calla Zane, Seth Hall, & Cortney Busick

Development of materials to assess emotion perception in the workplace.

Faculty Mentor: Nora Reilly

-Cassandra Rich and Taylor London

Socioeconomic Status and Student Activity as an Explanation for Differences in Friendship

Faculty Mentor: Jayne Bucy

Session 2

Poster Presentations

4:00-5:00 – Heth 014

- Alexis Beard, Marah Cheek, & Alex Wilson

Multicultural competency as a moderator for racial Attitudes toward minorities.

Faculty Mentor: Jeff Aspelmeier

-Cortney Busick & Carly Pullen

In a relationship with my cellphone: Correlates of cellphone use.

Faculty Mentor: Nicole Iannone

-Carly Pullen

Prejudice towards transfer students.

Faculty Mentor: Nicole Iannone

- Azrael Collins, Everette Beaver, & Heaven Brinkley

Ignorance for racial attitudes is moderated by multicultural exposure.

Faculty Mentor: Jeff Aspelmeier

- Kelsey M. Frank, Hanna R. Hatfield, Salena M. Diaz,
Hayley J. Grossman, Autumn L. Buckler, & Maggie T. Todd



Childhood polyvictimization and psychological function: The moderating role of resilience-related assets.

Faculty Mentor: Jeff Aspelmeier

- Caitlin Gendron, Dylan Magdalin, & Carmen Snow
Pluralistic ignorance: Acceptability of revenge in relationships moderated by sympathy.
Faculty Mentor: Jeff Aspelmeier

- Mykaela Hagen
The use of educational and popular culture videos in the classroom
Faculty Mentor: Nicole Iannone

- Hanna R. Hatfield, Kelsey M. Frank, Salena M. Diaz,
Hayley J. Grossman, Autumn L. Buckler, & Maggie K. Todd

Attachment moderates the effects of childhood polyvictimization on psychological function.
Faculty Mentor: Jeff Aspelmeier

- Hanna R. Hatfield
Personality and behavioral correlates of the Fear of Missing Out (FOMO).
Faculty Mentor: Jeff Aspelmeier

- Taylor Hiatt, Jasmine Young, Deanna Cashel, & Devon Viar
Women's Resource Center Internship Experience.
Faculty Mentor: Jeffrey Chase

- Tayler Hover & Megan Graybill 
How pluralistic ignorance regarding attitudes about sexism can be moderated by political views.
Faculty Mentor: Jeff Aspelmeier

- Katelynn LaCombe, Emilie Hammed, Nicole Ray,
Taylor Hiatt, & Devon Viar

*Time-frequency analysis of EEG during a 12-Minute
instructional video.*

Faculty Mentor: Thomas Pierce

- Zach Leonard, Hailey Scherer, & Tyler Payne

*Pluralistic ignorance of attitudes towards college drinking
habits with extraversion as a moderator.*

Faculty Mentor: Jeff Aspelmeier

- Ruby Raines, Jakob Saliceti, & Caelan King 

*Pluralistic ignorance and hooking up as moderated by
heterosexism.*

Faculty Mentor: Jeff Aspelmeier

- Jillian Rauch 

Being out of the loop on gender stereotypic pop culture.

Faculty Mentor: Nicole Iannone

-Nicole Ray, Lauren Buynack, Taylor Hiatt, Devon Viar,
Katelynn LaCombe, & Emilie Hammed

Time-Frequency analysis of EEG during a 75-minute class.

Faculty Mentor: Thomas Pierce

- Taniya Roberts

School psychology internship experience.

Faculty Mentor: Jeffrey Chase

- Hailey Scherer 

Effects of friendship on women's health.

Faculty Mentor: Sarah Hastings

- Morgan Shumaker, Autumn Hart, Ansley Raines, & Jeannie Tene.

Improving learning by writing essays with an outline.

Faculty Mentor: Kathleen Arnold

- Morgan Shumaker, Hailey Scherer, & Felix Smith

Strategic learning: The role of testing and feedback on study strategy.

Faculty Mentor: Kathleen Arnold

- Dustin Townsend & Alana Rose 

The relationship between stress and short-term memory

Faculty Mentor: Pamela Jackson

Session 3

Poster Presentations

5:30-6:30 – Heth 014

- Brianna Baltazar, Heaven Haile, Samira Baylor, & Amber Gear

How does social media have a negative impact on African Americans?

Faculty Mentor: Pei-Chun Tsai

- Alexis Beard, Ruth Benitez, & Zhabre' Price

Lack of racial/ethnic diversity of fraternity and sorority life at Radford University.

Faculty Mentor: Pei-Chun Tsai

- Hannah Benz & Grace Flood

The Reminiscence Bump Effect in published autobiographies.

Faculty Mentor: Thomas Pierce

Lindsay Caldwell & Jared McCormick

Cross cultural contributions to healthcare.

Faculty Mentor: Pei-Chun Tsai

- Savannah Corbin, Emily Peters, & Tristan Shaw

The impact of aging stereotypes on sensitivity to ageist healthcare communication scenarios.

Faculty Mentor: Jenessa Steele

- Jenny Davis, Peter Gasparini, & Bryce Nester

A role of media on aging stereotypes

Faculty Mentor: Jenessa Steele

- Natalie DeForest & Josh Kelley

Cultural appropriation of Native-American names and icons in US brands and sport teams

Faculty Mentor: Pei-Chun Tsai

- Natalie DeForest, Seth Hall, & Courtney Shrewsberry 

Guess my age! (Don't worry, everyone is bad at this).

Faculty Mentor: Jenessa Steele

- Salena Diaz, Lauren Buynack, & Celie McKinley 

The development of the Acceptance of Intermediate Identities Scale.

Faculty Mentor: Benjamin Biermeier-Hanson

-Brooke Easton

- Kristen Edmonds, Kris Surber, Jackie Nguyen, & Michael O'Brien

Perceptions of older adults in the workplace.

Faculty Mentor: Jenessa Steele

- Paul Fry, Haley Hodock, & Madison Trail

Impact of aging stereotypes on acceptance of cohabitation among younger and older Adults.

Faculty Mentor: Jenessa Steele

- Travis Fultz, Samuel Igbafe, Celie McKinley, Carly Pullen, & Hannah Mone 

Ageism attitudes and pluralistic ignorance in the student population.

Faculty Mentor: Jenessa Steele

- Seth Hall, Bryce Nester, & Jakob Scaliceti
Attitudes towards the elderly in two distinct cultures: United States and Japan.

Faculty Mentor: Pei-Chun Tsai

-Tatiana Harper, Natasha Tyrell, Autumn Dillahunt, & Nevaeh Ford 

Race and gender in the workplace

Faculty Mentor: Pei-Chun Tsai

-Brittany Hill, Miya Smith, Joi Taylor, & Alison Williams 

Body image through the media

Faculty Mentor: Pei-Chun Tsai

-Emily Lane & Andrew Turman 

Sexism in the music industry

Faculty Mentor: Pei-Chun Tsai

- Madolyn Miller, Tabitha Maus, Desiree Wiggins, & Madison Gumm

Linking poverty, crime, and race together

Faculty Mentor: Pei-Chun Tsai

- Rachel Parker & Rachel Lewis

The right to a healthy life: The effects of race and socioeconomic status on the quality of care.

Faculty Mentor: Pei-Chun Tsai

- Megan Procter, Daniel Graves, & Sam Arpee

Discrimination against physical and mental disabilities.

Faculty Mentor: Pei-Chun Tsai

- Zack Stamm, Cody Hardwick, Sharmaine Ramirez, & Rex
Diaz

Cultural diffusion: Adapting to America

Faculty Mentor: Pei-Chun Tsai

Abstracts

(Listed alphabetically by first author)

Liz Aker & Jenna Anderson 

The relationship between BMI and Self-Perception in adolescence.

Faculty Mentor: Jayne E. Bucy

Oral Presentation – Session 1

Adolescents are heavily influenced by their surroundings, especially regarding body image and self-perception. Adolescent females and males are inaccurate with their self-assessment of body mass index (BMI) scores, which is affecting their overall self-perception. We used longitudinal data of 8,824 students across the United States within the parameters of Early Childhood Longitudinal Study measures. Results indicated that both male and female students were more likely to report lower negative self-perception scores with a higher BMI and more likely to report higher positive self-perception scores with a healthy BMI. The effect sizes for both males and females were less than 1%, which indicates a very small overlap in corresponding data for BMI and self-perception. We discuss limitations in relation to the ability to create our own measures of self-perception related to weight and body image, as well as accurate self-perception ratings and the implications this study has for adolescents and self-perception.

Lataja Allen & Ally Marcus

Not just a two-way street: the impact of family structure on school anxiety and self-esteem.

Faculty Mentor: Jayne Bucy

Oral Presentation – Session 1

The purpose of the current study is to support the idea that children who experience different family structures (married or divorced) show differences in self-esteem and school anxiety. The current sample included 7,635 parents/guardians and their 997 eighth grade children. Participants were selected from the National Center for Education Statistics' Early Childhood Longitudinal Study dataset. A Mann-Whitney U analysis found that children with married parents/guardians reported higher levels of self-esteem than children with divorced parents/guardians. While there were no significant differences found in children's school anxiety levels between family structures, children with divorced families reported higher levels of anxiety when analyzing mean ranks. Findings from the current study suggest significant differences between family structure and children's well-being.

Angie Austin & Wei Lo

The effect of parent expectations and perceived academic performance on parental involvement in school activities over time.

Faculty Mentor: Jayne Bucy

Oral Presentation – Session 1

This paper examined the influence of parental expectations, parent perceived language arts or math performance, and interview time at four different grade levels on the patterns of parental involvement in school activities. A three-way mixed ANOVA was used to analyze 1741 samples collected from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K). Results indicated that there was a significant three-way interaction when used perceived language arts performance as a predictor. However, no significance was found when math performance was

the predicting factor. Parent expectations of educational future and interview time both showed significant main effects on the amount of participation in school activities reported. These findings showed that parent perceived academic performance does not appear to mediate school-based involvement behaviors.

Brianna Baltazar, Heaven Haile, Samira Baylor, & Amber Gear

How does social media have a negative impact on African Americans?

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

African Americans are more affected by depression from social media, especially African American teens who are low-income (Shansha, 2018). During our project, we reviewed three movies: “Mean Girls” produced in 2004, “Precious” produced in 2009, and “Reality High” produced in 2017. Due to “Mean Girls” being produced in 2004, they used the “Diary” in place of social media as a method of bullying. “Precious” was produced in 2009, and in the movie, the main character came from a low-income environment, which made her a target for bullying. This relates to our literature findings suggested that “African American adolescents, especially those residing in urban, low-income environments, are more likely to suffer from untreated mental health problems than general population” (Michael, 2010). In “Reality High”, produced in 2017, the effects of social media were gotten worse given the impact of social media is more prevalent.

Alexis Beard, Ruth Benitez, & Zhabre’ Price

Lack of racial/ethnic diversity of fraternity and sorority life at Radford University

Faculty Mentor: Pei-Chun. Tsai

Poster Presentation – Session 3

A first glance at fraternities and sororities you notice how similar members look, in terms of race. When selecting an organization, most individuals gravitate towards organizations that align with their goals and morals, subconsciously gravitating toward homophily, the love of the same (Combs, Steward, & Sonnet, 2017). At Radford’s campus, there are three Greek councils that preside, which makes up 10% of the Radford student population. In this project, we examined the racial and ethnic diversity of attendants at Greek events. We hypothesized that there would be less racial diversity at Inter-fraternity Council (IFC) and the Panhellenic Conference (PC) events compared to the National Pan-Hellenic Council (NPHC), due to prior research indicating that White males are more likely to hold negative stereotypes of African Americans (Joyce, 2018). We wanted to focus on minorities on campus because we all individually observed the lack of diversity in PC and IFC councils, especially of Asian and Latino/a individuals (Garcia, 2019). Our results did not support nor deny our hypothesis as there was not enough data for all councils. The results showed a trend of White attendees being the most attendees at these Greek life events except for more Black attendees at NPHC events. In order to understand institutional racism, we must first look at the individual to see what may cause racist acts/attitudes (Combs, Steward, & Sonnet, 2017). Only then can we take a step back and begin to analyze and create new solutions for the racism many may experience in Greek life today..

Alexis Beard, Marah Cheek, & Alex Wilson

Multicultural competency as a moderator for racial attitudes toward minorities.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

The present study investigates whether multicultural competency moderates pluralistic ignorance for attitudes toward racial minorities. The current study sampled 106 students who are currently enrolled in a psychology course Radford University. Results indicated that multicultural competence had a small effect on racial attitudes. Though the interaction was statistically significant, individuals with high multicultural competence demonstrated greater pluralistic ignorance—participants' ratings of their own racial attitudes were significantly more positive than rating made for their peers—than participants with low multicultural competence. The current study demonstrates the need for more research involving pluralistic ignorance for racial attitudes. It may be that moderating effect of multicultural competence would be significant if a larger sample had been obtained.

Hannah Benz & Grace Flood

The Reminiscence Bump Effect in published autobiographies.

Faculty Mentor: Thomas Pierce

Poster Presentation – Session 2

In autobiographical memory research, the reminiscence bump effect refers to the tendency for older adults to recall more life events from their teens, twenties, and early thirties than from other decades of life (e.g., Rubin, 1986). The purpose of this study was to determine if a reminiscence bump is observed in narrative accounts of life events presented in published autobiographies. In the current study, we identified the major life events described in 12 autobiographies. For each life event, we recorded the age of the author at the time of the event, the page on which the description of each event began, and whether the event was perceived by the author as positive or negative. 889 events were identified across the 12 autobiographies. Grouping events by decade of life, the following frequencies were observed: 41 events from 0-10 years; 122 events from 11-20 years; 343 events from 21-30 years; 184 events from 31-40 years; 100 events from 41-50 years; 63 events from 51-60 years; 25 events from 61-70 years; 11 events from 71-80 years. The frequency distribution for the ages of life events obtained from autobiographies is consistent with the frequency distributions obtained from laboratory studies of the reminiscence bump. When frequency distributions for Age at Event were examined separately for each author, a reminiscence bump was clearly evident in the distributions of life events described by eight of the 12 authors.

Cortney Busick, & Carly Pullen

In a relationship with my cellphone: Correlates of cellphone use.

Faculty Mentor: Nicole Iannone

Poster presentation – Session 2

Average smartphone users spend 2 hours and 51 minutes a day on their smartphone and check their device 47 times a day (bankmycell.com, 2019). The purpose of this study was to assess whether cellphone use is related to characteristics that suggest one may view their cellphone like a relationship partner (e.g., closeness), how cellphone characteristics are associated with each other and various personality traits, and how a person can share transactive memory with their cellphone. Participants ($n = 251$) responded to questions examining their cellphone satisfaction

and commitment, cellphone IOS (how close one feels to their cellphone), trust in their cellphone, transactive memory with their cellphone, and personality traits (Extroversion, Conscientiousness, Neuroticism, Fear of Missing Out, and Life Satisfaction). Bivariate correlations were conducted, and it was found that cellphone IOS is positively correlated with cellphone satisfaction, commitment, and transactive memory. Looking at personality traits, extroversion is positively correlated with cellphone satisfaction, conscientiousness is negatively correlated with cellphone IOS and transactive memory, and neuroticism is positively correlated with cellphone commitment and transactive memory. Fear of Missing Out is positively associated with cellphone satisfaction, commitment, IOS, and transactive memory. Lastly, life satisfaction is positively correlated with cellphone satisfaction. These results suggest that people feel their phone is similar to a relationship partner – feeling close and committed to them and having transactive memory with them. Additionally, these characteristics are related to personality traits in interesting ways. These findings suggest that people are reliant on their cellphones and use them in ways similar to romantic relationships.

Lindsay Caldwell & Jared McCormick
Cross cultural contributions to healthcare.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Our group project focused on exploring cross-cultural contributions to healthcare. This is an important topic because without these contributions, many more lives would be lost to treatable or manageable diseases. We need to recognize these contributions that came from different cultures because many of these discoveries are still used in healthcare today. Most people are unaware that many of the major contributions to healthcare, came from different cultures. In our poster, we discussed the following individuals (i.e., Einthoven, Thomas, Fleming, & Ehrlich) and contributions on healthcare. Our topic directly relates to Psychology of Diversity since all these scientists came from different cultural backgrounds and all faced challenges due to their backgrounds. Despite the cultural differences and the setbacks that were forced upon them, these individuals overcame all barriers to better this world as best they could.

Christine Christmas & Brennan Polachek
Effects of parental marital status and warmth in parenting on child self-perceived internalizing problems at school.

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation – Session 1

Research surrounding parental divorce has been associated with an increase in child internalizing problems. However, some literature suggests that warmth in parenting may potentially buffer its negative effects on child socioemotional outcomes. Thus, one of the main purposes of the study was to examine complexities relative to parental divorce and the potential moderating factor of parent warmth on third grade students' self-perceived internalizing problems in school. In using a quantitative survey design, a sample of 10,652 married and divorced parents were identified through the Early Childhood Longitudinal Program: Kindergarten Class of 1998-99 (ECLS-K) public use data file. These parents completed an interview that assessed their current marital status and the consistency of warmth they expressed toward their third-grade children. Similarly, these children completed a questionnaire to determine the degree of self-perceived internalizing problems experienced while in school. Results demonstrated a small, but statistically significant,

main effect for marital status on child internalizing problems, with children of divorced parents exhibiting higher rates of distress than children from in-tact families. These findings contribute to the understanding of the impact of parental divorce on children's internalizing problems in school, while accentuating the variability of child outcomes following divorce.

Azrael Collins, Everette Beaver, & Heaven Brinkley

Ignorance for racial attitudes is moderated by multicultural exposure.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

This study explores whether individuals exhibit pluralistic ignorance within their attitudes about ethnicity by testing whether their personal attitudes matched estimates of their peers' attitudes. This study also tested whether the pluralistic ignorance effect was moderated by participants' exposure to diversity. The sample consisted of 75 students from Radford University. Evidence for pluralistic ignorance within racial attitudes was found, in that participants' ratings of their own racial attitudes were significantly more positive than ratings they made for their peers. Additionally, individuals that had more multicultural experiences had lower overall negative racial attitude ratings (self and other combined) when compared to the participants with less multicultural experiences. These findings also indicate that participants with more multicultural experience have less negative racial attitudes and may be more accurate within their estimates of their peers' attitudes. This is important as it helps further research into racism and pluralistic ignorance.

Savannah Corbin, Emily Peters, & Tristan Shaw

The impact of aging stereotypes on sensitivity to ageist healthcare communication scenarios.

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

In the healthcare system, negative attitudes toward aging can be an obstacle in the delivery of quality healthcare to older adults. This study compared ageist behaviors and attitudes in undergraduate students in healthcare related programs at a mid-Atlantic university. Participants completed an online questionnaire consisting of demographic questions, questions pertaining to the participant's prior experience with older adults, the Ageism Attitude Scale, and three different scenarios portraying ageism where participants responded on perceptions on ageist behaviors from healthcare professionals. It was hypothesized that: upperclassmen in undergraduate healthcare programs will have significantly lower levels of ageism than their lowerclassmen counterparts; ageism, as defined by the Ageism Attitude Scale (Brvef Kuluçay Yilmazl & Terz O Lu. 2011), would be significantly negatively correlated with sensitivity to ageism in a healthcare scenario; and class standing and ageism, as defined by the Ageism Attitude Scale, would contribute significant variance in predicting sensitivity to ageist healthcare communication. It was found that ageism was significantly negatively correlated with the sensitivity to ageism in the healthcare scenarios, that upperclassmen in healthcare programs had lower levels of ageism than lowerclassmen, class standing and ageism was not a supporting variance in predicting sensitivity to ageist healthcare communication and that the AAS was a mediator between class standing and the agreeance with the healthcare professional's course of treatment.

Jenny Davis, Peter Gasparini, & Bryce Nester

A role of media on aging stereotypes.

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

The goal of this experimental research was to determine whether or not a specific video would reduce ageist responses in a pre-test/post-test design. The test/videos were distributed using SONA here at Radford University. In addition to using the university's subject pool, the study was also distributed by each of the researchers in order to obtain the most representative sample possible. Participants were randomly assigned to one of the following conditions: watch a video that was hypothesized to reduce ageism, watch a video that was not expected to have an effect on ageism, or not have a video at all. After analyzing the data collected from our study, there were no significant findings. The video that was hypothesized to decrease ageist responses subsequent to the pre-test had no significant effect on participant's responses on the post-test. One major improvement that could be made to this study for future research would be to increase the sample size. Our study had a sample size of 38; increasing the sample size would increase the external validity of our study as well as result in more representative data

Natalie DeForest & Josh Kelley

Cultural appropriation of Native American names and icons in US brands and sport teams

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

While cultural appropriation is a topic talked about numerous times in the media recently, not many people know what is and what is not appropriation. It is our goal in this study to provide some examples of appropriation of the Native American culture. This topic is important because it is an issue that minorities face in this country that gets overlooked by the general population frequently. While we investigate examples of appropriation, we are going to focus on specific examples from sports team and brand names and icons in the US. It is a common theme among articles that cultural appropriation is a problem, but an ambiguous one (Raikka, 2019). The idea itself is the topic of many debates and different members of society have different views. The history of the US taking and destroying Native American land and culture (Riley, 2015) is a long one that is still evident in the continued use of Indigenous icons and words for others profit. Many brands and sports teams are changing their names or logos. However, some are still resisting change, insisting that no one is or should be 'offended'.

Natalie DeForest, Seth Hall, & Courtney Shrewsberry 

Guess my age! (Don't worry, everyone is bad at this).

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

Few studies have been conducted on the ability of people to determine the ages of other people, which is a key factor in the interaction between various age groups (Voelke, Ebner, Lindenberg, & Eibner, 2012). The current research examined the ability of young adults to determine the ages of celebrities within three distinct age groups (young adult, middle adult and older adult) and the influence of a participant's gender on age estimation accuracy. Participants were shown 24 images in a random order from each of the age groups and asked to predict the age of the person in the image. Young adults were significantly more accurate in predicting celebrity ages in their age group compared to middle adult and older adult celebrity ages, respectively. Our findings

indicate that participant gender's influence on age estimation approached significance. Future research of this nature may be better served by using a larger variety of images, including non-celebrity images and the inclusion of smaller, more specific age groups. Future research could also benefit from a wider variety of participant ages which would allow for a more robust analysis, as all of our participants were from the young adult age group.

Salena Diaz

Classifying relationships: How interracial, satisfied, and committed are they?

Faculty Mentor: Nicole Iannone

Oral Presentation – Session 1

This research examined whether hypodescent - the categorization of multiracial individuals as members of their minority racial groups, but not their majority racial group- leads to classifying romantic relationships with biracial minority/White partners and White partners as more interracial than those with minority partners. A secondary purpose of the research was to identify whether it would affect how perceivers rated the relationship in terms of satisfaction and commitment. Participants ($n = 53$) read brief descriptions of two romantic partners' racial backgrounds (i.e., one partner has one Black and one White parent while the other has two White parents) and classified how interracial, committed, and satisfied they viewed the relationship. Relationships with biracial Black/White partners and White partners were rated as more interracial than relationships with biracial Black/White partners and Black partners ($p = .037$, $\eta_p^2 = .09$). However, these distinctions were not observed for relationships with biracial Hispanic or Asian individuals ($ps > .41$). Additionally, all relationships with biracial partners were rated as more interracial than relationships with same-race partners ($ps < .001$, $\eta_p^2s > .65$) but less interracial than relationships with opposite-race partners ($ps < .001$, $\eta_p^2s > .32$). Further, relationships with opposite-race partners were perceived as being lower in satisfaction and commitment compared to relationships with a biracial partner and same-race partners ($ps < .05$, $\eta_p^2s > .08$). This demonstrates that biracial Black/White individuals are especially vulnerable to hypodescent when compared to other biracial groups and contributes to knowledge of hypodescent in a previously unexamined context. Further, it specifies characteristics of interracial relationships from an onlooker's perspective and examines how biracial individuals fit into this paradigm.

Salena Diaz, Lauren Buynack, & Celie McKinley

The development of the Acceptance of Intermediate Identities Scale

Faculty Mentor: Benjamin Biermeier-Hanson

Poster Presentation – Session 3

The current measure, entitled the Acceptance of Intermediate Identities Scale (AIIS), measures the degree to which one accepts his or her intermediate identity. An intermediate identity is one that defies binary categorization and is instead nestled between two groups that are often contrasted (Burke et al., 2017; Burke & LaFrance, 2016). Because having contrasted identities can be a conflicting experience (Cheng & Lee, 2009), those possessing them often vary in their interpretations (Buggs, 2019) and acceptance of them (Gillem, Cohn, & Throne, 2001). Specific intermediate groups include bicultural individuals (Tikhonov, Espinosa, Huynh, & Anglin, 2019), biracial individuals (Kang & Bodenhausen, 2014), and bisexual individuals (Dyar & London, 2018). The AIIS aimed to measure the degree to which individuals with these targeted intermediate identities accepted their dual statuses. The purpose of developing this measure was

to identify individuals with intermediate identities who may be struggling to accept them. Ultimately, after the collection of responses from participants ($N = 37$) and a factor analysis, three dimensions of acceptance emerged: shame, conflict, and ostracism. While most responses for the shame dimension fell slightly below the midpoint of our scale, a greater number of participants reported somewhat higher levels of conflict and self-perceived ostracism. Beyond the importance of helping individuals with intermediate identities avoid negative consequences associated with lack of identity acceptance, targeting those with low levels of acceptance intervention would also make it possible to assist them in reaping the benefits associated with identity acceptance.

Brooke Easton

Warm Hearth Village Social Work Internship Experience

Faculty Mentor: Jeffrey Chase

Poster Presentation – Session 3

My poster reflects my experiences as a Social Work intern for Warm Hearth Village. Through this internship I was able to explore and use what I've learned through my major of Psychology. I can now see how Social Work and Psychology overlap and the two components allowed me to be a liaison between families of residents and the facility. I was able to use my knowledge and skills to advocate for Residents and provide for the whole person and not just one part of them. Throughout my entire experience I was given many opportunities where I used my abilities to connect clients and families with resources to help medically, financially and cognitively. My main priority was to give our residents the best quality of life both in their care and treatment and their living conditions. Interning was a way to get my foot in the door and to engage myself into a population I was not as familiar with. The geriatric population allowed me to also expand to other populations such as the Alzheimer's and Dementia population, as well as the normal aging population. I learned many valuable skills and got to know the residents of Warm Hearth Village on a personal level which is something I will forever treasure.

Kristen Edmonds, Kris Surber, Jackie Nguyen, & Michael O'Brien

Perceptions of older adults in the workplace.

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

“Age discrimination involves treating an applicant or employee less favorably because of his or her age,” (US Equal Employment Opportunity Commission, 2019). Conducting and finding research on young people's perceptions of age discrimination at the workplace can be a difficult task; our research intends to create a more in depth look at those perceptions and factors that precipitate age discrimination in young adults. This includes but is not limited to the predictive factors of: age, gender, ageism, and how perceptions of age discrimination in the workplace vary as a result. Our hypotheses were that females would hold less ageist attitudes and engage in less ageist behaviors in the workplace, age is an influential factor of these attitudes and behaviors in the workplace, that those who hold ageist beliefs and/or engage in ageist behaviors would have a direct impact on perceptions of age discrimination, and that all these variables will contribute significant variance into the perceptions of age discrimination in the workplace. This research was conducted via survey (self-report) and several testing methods were employed (FSA, FAQ), as well as our own survey created to further analyze younger people's perceptions of older adults in the workplace (WAD). Our Workplace Age Discrimination scale showed a moderately high

degree of reliability ($\alpha = .71$). All of our hypotheses were unfounded, and no significant correlational relationships were found. It should be noted, however, that the majority of our participants measured low on all measures of ageism used in this study. Future research on this subject may benefit from a longitudinal study design detailing how young adults' perceptions of older adults change as they age.

Kelsey M. Frank, Hanna R. Hatfield, Salena M. Diaz, Hayley J. Grossman, Autumn L. Buckler, & Maggie T. Todd 

Childhood polyvictimization and psychological function: The moderating role of resilience-related assets.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

The current study examines whether resilience related assets significantly moderate the relationship between retrospective reports of childhood polyvictimization and current psychological well-being. A total of 219 freshman women were recruited through the psychology department participant pool (SONA Systems, Tallin, Estonia) and completed online measures to assess resilience-related assets and psychological symptoms. Protective factors of resilience—sense of mastery, sense of relatedness, and emotional reactivity—all significantly moderated the negative effects of polyvictimization. Individuals who reported the highest levels of severity in psychological symptoms were polyvictims who had lower resilience scores. In contrast, polyvictimized individuals who had higher levels of resilience-related factors reported significantly lower levels of psychological distress than their victimized peers. The present study shows that possessing factors that are associated with resilient responses to exposure to risk or adversity in childhood also promote resilient responses to exposure to childhood victimization and this protection extends into early adulthood.

Paul Fry, Haley Hodock & Madison Trail

Impact of aging stereotypes on acceptance of cohabitation among younger and older Adults.

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

This study investigated the impact of ageism on opinions towards younger and older adult cohabitation scenarios. We expected that there would be a significant interaction between ageism and cohabitation age on acceptance of cohabitation, such that participants scoring higher on ageism would be less accepting of the cohabitation of older adults compared to individuals lower on ageism. Participants ($N = 87$) were invited either through SONA or social media, and the data was collected by Qualtrics. Participants also completed demographics and ageism measures. Participants were also randomly assigned to read a scenario whereby an older or younger couple had decided to live together in a cohabitation or non-cohabitation (control) scenario. Our hypothesis was not supported. However, those who were higher in ageism, were less accepting in living together in general. The limitations in our study were the online survey which we decided to recruit participants through social media and Sona. Another limitation would be that male participation in the study was low. Our last limitation would be an overall small study sample which resulted in low statistical power. Future predictions for our study would be to include equal gender groups, validating the scenarios and potentially using videos or images. The future

research would help us with better explaining the interaction between ageism and cohabitation age on the acceptance of cohabitation.

Travis Fultz, Samuel Igbafe, Celie McKinley, Carly Pullen, & Hannah Mone 
Ageism Attitudes and Pluralistic Ignorance in the Student Population.

Faculty Mentor: Jenessa Steele

Poster Presentation – Session 3

This study examined pluralistic ignorance in the college student population regarding issues of aging. Specifically, it examined the relationship between participants' personal attitudes toward older adults and aging and their estimations of their peers' attitudes. All participants were randomly assigned to one of three image conditions to assess if there were any priming effects of images of older adults on their responses. Additionally, participants were randomly assigned to complete either the self-assessment or peer-assessment first. Participants were 92 Radford University undergraduate students. Participants responded to survey questions asking them to rate their own attitudes toward aging and older adults and to rate what they believed their peers' attitudes would be on the same items. This study used a mixed between-within design. Image priming effects were not found to be significant. Differences between self and peer responses on several items were found to be significant. The results of this study suggest that pluralistic ignorance among the college student population plays a role in shaping attitudes and subsequent actions toward older adults and issues of aging. This was a pilot study. Future studies could further examine the impact of these attitudes on older adults, and their results could be useful in creating educational interventions.

Caitlin Gendron, Dylan Magdalin, & Carmen Snow

Pluralistic ignorance: Acceptability of revenge in relationships moderated by sympathy.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

The present study investigates pluralistic ignorance for attitudes about acting out revenge in relationships by comparing participant's ratings of comfort with relational retaliation (assessed using an author constructed measure adapted from Boon & Yoshimura, 2014) made for one's self and made for one's peers. The present study also tests whether these effects are moderated by self-reported sympathy (assessed with the Dispositional Positive Emotion Scale; Shiota, Keltner, & John, 2006). Participants ($N = 105$) were recruited via SONA and completed an online Qualtrics survey. The main effect for target (self vs. other) was significant; ratings of participants own attitudes were significantly lower than ratings made for others. The interaction effect between the target of rating (self vs. other) and sympathy (high vs. low) was also significant. High sympathy participants exhibited a larger disparity between self and other ratings of comfort with revenge than low sympathy participants and thus, a larger degree of pluralistic ignorance. This study illustrates that sympathy does moderate pluralistic ignorance in

regard to comfort with revenge in relationships and serves as a foundation for future studies to examine the reasoning behind this interaction and potential boundary conditions.

Mykaela Hagen

The use of educational and popular culture videos in the classroom

Faculty Mentor: Nicole Iannone

Poster Presentation – Session 2

The present study compares the use of educational videos and popular culture videos in lecture when measuring answers correct on tests from a social psychology class. Eick and King Jr. (2012) used educational YouTube videos in class as supplemental material. Students reported higher understanding of the topics and that the videos helped memory for the exams. Students' tests from a social psychology class were used to assess whether video clips helped students remember the material more for the exam. Some questions were related to educational videos and popular culture videos shown in class (target questions). These questions were compared with similar questions that were simply lectured on (comparison questions). The total number of students to get each question incorrect was summed and the target and comparison questions were compared. To find which comparison question was most similar to the target question graduate students and faculty rated the similarity through an online survey. It was found that students missed marginally more questions ($M = 17.35$, $SD = 13.36$) that were unrelated to media on average than those related to media ($M = 10.41$, $SD = 8.16$), $p = .077$. Additionally, students missed more questions related to the popular culture videos ($M = 13.5$, $SD = 10.28$) than to the educational videos ($M = 9.46$, $SD = 7.63$) on average, however, there was no significant difference found, $p = .404$.

Seth Hall, Bryce Nester, & Jakob Scaliceti

Attitudes towards the elderly in two distinct cultures: United States and Japan.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

While other forms discrimination such as sexism and racism are oft-researched topics, ageism is a relatively neglected facet of psychological research, ageism is common, pervasive, and rampant within nearly every major populous on the planet. Even within the medical field - a field assumed to be more age-neutral by the very nature of the work - ageism is prevalent. Mental health treatment is not immune to ageism either. Recent research has found that primary care physicians are more likely to treat suicidal ideation in younger patients than older ones (Uncapher & Arean, 2000). In comparing and contrasting United States and Japan, we provided the reader with two different cultures and their beliefs towards the elderly. We have discovered that Japanese ageism research is particularly difficult to find, but we think there is enough content there to create our presentation. We believe this topic ties into our Psychology of Diversity class because the elderly population is a growing portion of our world population, and the growing demographic importance of this population will have lasting economic, healthcare, job market, and cultural ramifications. Our research so far has uncovered some that have

surprised us – a recent study indicates that Japanese elderly consider themselves to be 8 years younger in a cognitive sense than their actual age (Kohlbacher & Emmanuel, 2012).

Tatiyanna Harper, Natasha Tyrell, Autumn Dillahunt, & Neveah Ford 
Race and gender in the workplace.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Based on information gathered from peer-reviewed articles, we found that women are underrepresented in high profile careers. Though women dominate in some of the fields (e.g., doctors, law enforcement, lawyers, STEM) we researched, they were still a lot less likely to be depicted as CEO's or persons in the top of their field. Tao and Gloria (2018) in their study examined the presence of each gender in the STEM field and commented, "Representation of women majoring in computer science and engineering continued to hover under 20%" (p. 151-164), indicating that women are not represented in that particular field. Our project aims to explore under representation of women within male dominated jobs and our findings suggested that there is difference between race and gender within the workplace. Our group worked well with this topic due to being females within any workplace today. We also could relate to the race disparities within the workplace because we are all African American and understand the struggles our people go through.

Hanna R. Hatfield

Personality and behavioral correlates of the Fear of Missing Out (FOMO)

Faculty Sponsor– Nicole Iannone

Poster Presentation – Session 2

A correlational study of personality factors, social media use, the Fear of Missing Out (FOMO), and various behaviors was used to identify relationships between these variables. FOMO refers to an overwhelming feeling of anxiety that one is missing out on experiences (Przybylski, Murayama, DeHann, & Gladwell, 2013). The current study investigates a few of the potential correlates of FOMO. Participants ($n = 121$) were recruited from an online psychology survey research website and completed measures of social media use, self-esteem, personality characteristics (neuroticism, openness to experience, and extroversion), FOMO, and potential related behaviors (e.g., spending money, abandoning responsibilities). Self-esteem showed a significant negative correlation with FOMO while neuroticism showed a significant positive correlation with FOMO ($ps < .01$). Surprisingly, extroversion did not show a significant correlation with FOMO ($p = .762$). Additionally, correlations between FOMO and various behaviors such as spending money and abandoning responsibilities were seen ($ps < .001$). Lastly, a significant correlation between FOMO and Instagram use was seen ($p < .001$). These results provide a foundation for understanding factors that may be associated with varying levels of

FOMO among a wide range of individuals, as well as potential problematic behaviors related to FOMO.

Hanna R. Hatfield, Kelsey M. Frank, Salena M. Diaz, Hayley J. Grossman, Autumn L. Buckler, & Maggie K. Todd 

Attachment moderates the effects of childhood polyvictimization on psychological function

Faculty Sponsor– Jeff Aspelmeier, Ann Elliott, Tom Pierce

Poster Presentation – Session 2

This project investigates gender as it utilizes a female only sample.

The present study tests whether adult attachment moderates the relationship between retrospective reports of childhood polyvictimization and self-reports of current psychological symptomatology within a sample of 219 first semester college women. Polyvictimization refers to a condition in which individuals experience multiple forms of victimization across time and is a common condition with 69% of children studied reporting experiencing more than one single type of victimization over the course of their childhood and approximately 20% reporting four or more types of victimization (Finkelhor et al., 2007). Past childhood victimizations are strongly associated with subsequent trauma symptoms in childhood and beyond (Finkelhor et al., 2005; Finkelhor et al., 2007; Finkelhor et al., 2009). Insecure attachment styles have been linked to greater vulnerability to a wide variety of psychiatric disorders (Mikulincer & Shaver, 2016) and show moderate to strong relationships with victimization (Beduna & Perrone-McGovern, 2018; Cosgrove et al., 2017). Attachment anxiety significantly moderated the negative effects of polyvictimization. Participants reporting high polyvictimization and low attachment security also report the highest levels of symptomatology in the sample. Participants reporting high polyvictimization, but greater attachment security reported substantially lower levels of psychological distress than victimized peers.

Taylor Hiatt, Jasmine Young, Deanna Cashel, & Devon Viar
Women's Resource Center Internship Experience.

Faculty Mentor: Jeffrey Chase

Poster Presentation – Session 2

The Women's Resource Center is a non-profit, human service organization, providing programs and services to adult and child victims of sexual and domestic violence. This organization has been around for many years, and continues to grow with its services and personnel. We have been given the opportunity to work with the Women's Resource Center as interns, and learn and help people in various ways. Through the crisis hotline, the emergency shelter, and the cornerstone program, we have been able to gain new insight on the lives of victims and what it means to help those in need. This presentation gives an outlook on what we have learned in our experiences and how it has affected us in our personal career pathways. It also gives detailed information on the population we help and the services we are trained in and perform within the Women's Resource Center. We also hope that it inspires others to partake in internships – at the Women's Resource Center, or anywhere else – because they are so educational and could be very influential to your life.

Brittany Hill, Miya Smith, Joi Taylor, & Alison Williams 

Body image through the media

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Body shaming is defined as inappropriate negative statements and attitudes toward another person's weight or size. (Schlorke et al., 2016). It may trigger some individuals to develop mental health disorders (e.g., eating disorders). Research suggested that media's biased messages on body image have an adverse impact on one's self-esteem (Saiphoo & Vahedi, 2019). Also, it is evident that media has shown a lasting impact on people's body image throughout the last few decades, even though the media outlet may have evolved and now looks very different (Turner et al., 1997). Our group examined the time period from the 1990s to 2019 regarding both male and female's body image being portrayed among various media outlets (e.g., Vogue, Cosmopolitan, GQ, and Men's Health magazines). The results from our findings suggested that although media outlets look different in the 2010s than the 1990s and standards of beauty are more inclusive now than before, its negative effects on people's self-perception and body image remain prevalent.

Taylor Hover & Megan Graybill 

How pluralistic ignorance regarding attitudes about sexism can be moderated by political views.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

This project focuses on the phenomena of pluralistic ignorance (PI) for attitudes about sexism and how PI can be moderated by political affiliation (Conservative vs. Liberal). Pluralistic ignorance occurs when individuals make errors in their perception of the collective belief, and in turn individuals alter their public behavior to match that of the collective without altering their private attitudes (Miller & Prentice, 1994). Attitudes of prejudice have shown pluralistic ignorance effects. However, little research has been done on how pluralistic ignorance for prejudice attitudes is moderated by political affiliation. Participants ($n = 98$) were recruited from the Radford University Psychology Department Research Pool. It was found that participants who identify as politically liberal had self-ratings of sexism that were significantly lower than ratings made for peers, indicating moderate levels of pluralistic ignorance. In contrast, participants who identify as politically conservative had self-ratings of sexism that were not significantly different than ratings made for peers, indicating low levels of pluralistic ignorance. These findings can help explain the attitudinal disparity regarding sexism between political parties.

Katelynn LaCombe, Emilie Hamed, Nicole Ray, Taylor Hiatt, & Devon Viar

Time-frequency analysis of EEG during a 12-Minute instructional video.

Faculty Mentor: Thomas Pierce

Poster Presentation – Session 2

This study investigated cycles in EEG activity indicating cognitive engagement during a 12-minute Instructional video from Kahn Academy. EEG records were obtained from nine participants in the Fall 2019 semester. Three-second segments of artifact-free EEG were extracted at the beginning of each minute of the 12-minute video. A spectral analysis was

performed on each EEG segment to calculate the degree to which each detectable frequency between 1 and 35 Hz was present. To determine the relative contributions of slow and fast wave frequencies to full EEG waveforms, the values for frequency and power were converted to logarithmic units. We used linear regression to predict the log of power from the log of frequency and used the slope of this regression line to assess the degree to which high frequency waves were present in an EEG segment, relative to the presence of slow frequency waves. Slopes of plots of the log of frequency against the log of EEG power were calculated for EEG segments obtained every minute for the 12 minutes of the video. No consistent pattern of change in the slope of log-log plots across the 12 minutes of recorded EEG was observed among the nine participants [$F(11, 88) = 0.90, p = .549, \eta^2 = .10$], although considerable variability among log-log slope values was observed for many participants. This suggests that a number of profiles of patterns of change in the level of cognitive engagement may be evident once a larger sample size is available.

Emily Lane & Andrew Turman 
Sexism in the music industry

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Our project discussed gender differences in the music industry and how it favors males over females. For example, female rap/ pop stars who use sexualized advertisements sold more music with sexual advertisements than the male recording artists who sold the exact same numbers without the sexualized advertisements. As another example, when a woman experiences motherhood in the workplace, she is expected to be the primary caregiver even if the father is in the picture. Both examples prove how difficult it is for women in the music industry considering how they have to work extra hard to keep up with the men and if they become mothers in the workplace, are implied that they need to give up their job to provide for the child while the father received less expectation. Also, women may feel that they need to mask their identities and change them to the more dominate characteristics to feel noticed and to be able to fit in better in the social group (Bennetta, Hennekamb, Macarthurc, Hoped, & Goh, 2018). Venchuk and colleagues (2017) revealed that compared to men, women were not interviewed with career questions, but with questions that are more personal. Findings from aforementioned research suggested that males over power females and the differences and inequalities between the two based on gender.

Zach Leonard, Hailey Scherer, & Tyler Payne
Pluralistic ignorance of attitudes towards college drinking habits with extraversion as a moderator.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

The present study tests whether pluralistic ignorance for attitudes toward college drinking habits is moderated by extraversion. A sample of 109 participants was gathered from the Psychology Department Research Pool. Participants completed measures of attitudes about college drinking adapted from Prentice and Miller (1993), once to reflect their own attitudes and once to reflect the attitudes of the “average Radford University student.” Participants also complete a brief measure of extraversion (Goldberg, 1992). The main effect for target of ratings: participants’ comfort with college drinking vs. others’ comfort with college drinking was significant.

Participants rated others to be more comfortable with college drinking than themselves—pluralistic ignorance was demonstrated in the study. The main effect of extraversion was marginally significant. Extraverts gave higher overall (self and other combined) ratings of comfort with college drinking. The interaction between target of ratings and level of extraversion was not significant. The findings of the present study suggest that extraversion does not moderate pluralistic ignorance for college drinking attitudes. More research could be done on this topic—even examining other personality traits as a moderator.

Madolyn Miller, Tabitha Maus, Desiree Wiggins, & Madison Gumm

Linking poverty, crime, and race together

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Our topic is to examine the link between poverty, crime, and race together to see whether there is a vicious cycle that needs to be broken. This topic ties directly into diversity because it presents a case where it is racial minorities getting unfair treatment. The theme or concept we would like to explore is the specifics of how poverty, crime, and race link together. We have reviewed 8 academic journals on the topic. We also did our research by watching factual movies and TV shows to see how this issue plays out in the real world.

Rachel Parker & Rachel Lewis

The right to a healthy life: The effects of race and socioeconomic status on the quality of care.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

This research looks at whether race or socioeconomic status can impact the quality of healthcare that an individual receives. All individuals have the right to live a healthy life. However, this right may be infringed upon if the individual is constantly facing discrimination. People in throughout the healthcare system often face discrimination which can lead to a distrust of this system. This distrust causes individuals to seek healthcare less often. Literature analysis was used in order to gather information, as well as make comparison between different research studies. Many studies have been conducted in order to look at whether or not discrimination is present in the healthcare field. Studies have shown that individuals from racial minorities tend to feel the effects of discrimination in a health care setting, even when these actions are not obvious to all (Stepanikova, 2017). Discrimination is also proven to have an effect on the health of a patient regardless of that individuals' race. (Hausmann et al., 2008). As a resolution to this issue some health care providers have suggested that doctors and other health care professionals address this problem during routine visits with patients in order to assure the best possible care (Sorkin et al., 2010).

Megan Procter, Daniel Graves, & Sam Arpee

Discrimination against physical and mental disabilities.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

We chose to review Autism Spectrum disorder and Amyotrophic lateral sclerosis (ALS) by breaking down and comparing the misplaced discrimination against those with physical and mental disabilities through comparison in media analysis. Ableism is a set of beliefs that discriminate against others who may have physical, intellectual or psychiatric disabilities and

often rests on the assumption that disabled people need to be “fixed” (Ableism, 2019). Our main focus is to provide research to show that their discrepancies between a person with a disability and a person without one. Burns reveals that people with mental disabilities are not treated equally in terms of healthcare (Burns, 2009). The research also explains that there needs to be a “Human Rights approach” to stand against equality in terms of healthcare (Burns, 2009). It is hard to believe humans truly can lack the compassion to treat people with disabilities.

Carly Pullen

Prejudice towards transfer students.

Faculty Mentor: Nicole Iannone

Poster Presentation – Session 2

A transfer student is anyone who did not originally start at a university. This can refer to anyone who came from community college, a trade school, or another four-year university. Transfer students might be negatively stereotyped and stigmatized. Some possible stereotypes that could be associated with transfer students are insufficient grades or a lack of finances to attend a four-year institute immediately. In qualitative research, transfer students reported feeling stigmatized when they came from a community college (Shaw, Spink, & Chin-Newman, 2018). This stigma might be felt more strongly if others actually do hold negative attitudes toward transfer students. The purpose of the current research was to explore attitudes that traditional students might hold toward transfer students. We hypothesized that Radford students will view transfer students more negatively compared to other groups, with the exception of Virginia Tech students. Participants ($n = 69$), who were traditional students at Radford, completed feeling thermometers assessing how warm/favorable they felt toward five groups: transfer students, Canadians, Texans, professors, and Virginia Tech students. Results showed that Radford students showed less favorable attitudes toward transfer students than Canadians, Texans, and professors, $p = .016$. They also showed more favorable attitudes towards all other groups than Virginia Tech students, $p < .001$, and marginally more positive attitudes toward transfer students than Virginia Tech students, $p = .058$. Future research will incorporate transfer student’s input on felt stigma and belonging, as well as satisfaction ratings amongst Radford students of all different student statuses.

Ruby Raines, Jakob Saliceti, & Caelan King

Pluralistic ignorance and hooking up as moderated by heterosexism.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation – Session 2

The present study investigates pluralistic ignorance within comfort with hooking up on Radford University’s campus, and whether pluralistic ignorance is moderated by heterosexism. Data were collected from 107 participants (19 male, 87 females, and 1 preferred not to answer). Participants complete a measure of comfort with hookup, once for themselves and once for the “average Radford University student.” The main effect for target was significant. Self-reports of comfort with hookups were significantly lower than ratings made for peers. There was also a significant main effect for heterosexism. Participants with high levels of heterosexism had lower overall ratings (self and other combined) of comfort than participants who reported lower levels of heterosexism. The interaction was not significant. Heterosexism did not moderate pluralistic

ignorance for attitudes about hookups. The implications of this research could extend to safety on campus regarding hooking up behaviors among college campuses.

Jillian Rauch 

Being out of the loop on gender stereotypic pop culture.

Faculty Mentor: Nicole Iannone

Poster Presentation – Session 2

Previous research has shown that participants made to be out of the loop with pop culture reported lower need satisfaction on four fundamental needs (belonging, self-esteem, meaningful existence, and control) as well as more negative moods than participants made to be in the loop with pop culture. The purpose of the current research was to examine a potential moderator for which individuals would not feel as bad being out of the loop on pop culture. One such moderator might be when individuals would expect to be out-of-the-loop because it was non-normative for their identity. For example, males might expect not to be in-the-loop for female stereotypic pop culture, whereas the opposite might hold true for females. We expected that participants would report lower need satisfaction when they were exposed to unfamiliar, rather than familiar, gender stereotypic (GS) pop culture stimuli, but there would be no difference for gender non-stereotypic (GNS) pop culture stimuli. Participants ($N = 207$; 104 female, 103 male) were randomly assigned to view fashion or sports logos that were rated as unfamiliar or familiar in pretesting. They then responded to questions assessing their need satisfaction and mood. Participants in the unfamiliar GS condition reported lower need satisfaction and more negative mood than participants in the familiar GS condition ($ps < .01$), but there was no difference between GNS conditions ($ps > .37$). These results suggest that gender stereotypes might provide a case in which the negative consequences of being out of the loop on pop culture can be ameliorated.

Nicole Ray, Lauren Buynack, Taylor Hiatt, Devon Viar, Katelynn LaCombe, & Emilie Hammed

Time-Frequency analysis of EEG during a 75-minute class.

Faculty Mentor: Thomas Pierce

Poster Presentation – Session 2

This study investigated cycles in EEG activity indicative of cognitive engagement across 75-minute lecture-based classes. EEG records were obtained from nine participants during a class beginning at 8 AM and from seven participants during a class beginning at 12:30 PM. Three-second segments of artifact-free EEG were extracted every five minutes throughout each 75-minute recording for a total of 16 segments for each participant. A spectral analysis was performed on each EEG segment to calculate the degree to which each detectable frequency between 1 and 50 Hz was present. To determine the relative contributions of slow and fast wave frequencies to full EEG waveforms, the values for frequency and power were converted to logarithmic units. We used linear regression to predict the log of power from the log of frequency. We used the slope of this regression line as our measure of the degree to which high frequency waves were present in an EEG segment, relative to the presence of slow frequency waves. Slopes of plots of the log of frequency against the log of EEG power were calculated for EEG segments obtained every five minutes across the 75-minute class period. For students in the 8 AM class, cycles of steep (less high frequency activity) to shallow (more high frequency activity) to steep slopes were completed every 20 minutes. In particular, students were engaged

with the material 30 and 50 minutes after start of class, but experienced a decline in cognitive engagement 40 minutes into the 75-minute class.

Cassandra Rich & Taylor London

Socioeconomic Status and Student Activity as an Explanation for Differences in Friendship

Faculty Mentor: Jayne Bucy

Oral Presentation – Session 1

The present study examines the impact of Socioeconomic Status and student involvement in extracurricular school activities on friendship between peers. It is hypothesized that there will be variances in friendship strength stemming from differences in socioeconomic status and involvement in activity. The sample consisted of 7823 eighth graders with data pulled from the Spring 2007 Early Child Longitudinal Program Data set. Half of the participants were male, and half were female. Friendship and activity involvement were student derived, while information regarding socioeconomic status was parent derived. Variables were examined through a Two-Way ANOVA. Results found that socioeconomic status and activity each individually had a significant impact on friendship, but the interaction of socioeconomic and activity was not significant.

Taniya Roberts

School Psychology Internship Experience

Faculty mentor: Jeffrey Chase

Poster Presentation – Session 2

The purpose of this internship was to observe a school psychologist in real-life situations and settings to explore future career options in psychology. I worked with one of Pulaski County school psychologists, Ann Benson, as she oversees Pulaski County High, Pulaski Middle, and Riverlawn Elementary school. During my experience, I participated in Individualized Educational Program (IEP) meetings, Manifestation Determination Review (MDR) meetings, and Restorative Justice Review meetings. I collected data for a Functional Behavior Assessment (FBA) as well as observed differentiated instruction at different Response to Intervention (RTI) tier levels when observing classrooms at elementary, middle and high school levels. This internship experience taught me how much I would love to study school psychology more in-depth at a higher level.

Hailey Scherer 

Effects of friendship on women's health.

Faculty Mentor: Sarah Hastings

Poster Presentation – Session 2

This present work focuses on the importance of social support (i.e., friendships and other relationships) on the daily life and on the overall health of an individual by looking at previous

studies. With women as a central focus, health benefits as a result of social support are examined.

Morgan Shumaker, Autumn Hart, Ansley Raines, & Jeannie Tene.

Improving learning by writing essays with an outline.

Faculty Mentor: Kathleen Arnold

Poster Presentation – Session 2

Retrieving information from memory enhances learning and prevents forgetting more than simply restudying (Roediger and Karpicke, 2006). One learning activity that involves retrieval is writing a short closed-book essay. Writing such an essay may benefit learning even more than traditional testing by also engaging students in additional cognitive processes, such as elaborative and organizational processing (Carpenter, 2009). However, although prior research found that free recall and essays enhanced learning over non-retrieval based learning activities, essays did not enhance learning over free recall (Arnold et al., 2017). One reason why may be that learners were not able to retrieve enough material on the essay. We investigated the benefit of an outline intervention on essay writing to boost retrieval. Participants read an astronomy passage and wrote an essay either with or without the outline to assist them. After a two-day delay, participants completed a test about the passage. The results showed a trend such that participants in the outline condition did better on final multiple-choice questions. However, these differences were not significant. We also investigated if the effect of the intervention was moderated by an individual difference in structure-building ability (the ability to build mental models to aid in comprehending narratives; Gernsbacher, Varner, & Faust, 1990). There was a nonsignificant trend suggesting that those with higher structure-building abilities may have learned more from essay writing. However, this trend did not differ by condition, and thus no moderating effect was found. With more power and less difficult material, an effect of the outline intervention may emerge.

Morgan Shumaker, Hailey Scherer, & Felix Smith

Strategic learning: The role of testing and feedback on study strategy.

Faculty Mentor: Kathleen Arnold

Poster Presentation – Session 2

When studying, students make decisions that (hopefully) maximize their test performance, such as studying the most important information. When studying multiple lists of words, with tests followed by feedback after each list, students learn to become more selective with task experience (Middlebrooks & Castel, 2018). Because testing and feedback are both beneficial for learning (Roediger, Putnam, & Smith, 2007), they may be essential for this learning process. We examined the role of both testing and feedback on how students learn to selectively study. Participants were given six lists of 20 words presented individually for a total of 60 seconds per list. Each word was paired with a value from 1-10. Participants received either a test with feedback after each list, a test with no feedback after each list, one test after list three and six, or no test until list six. The selectivity index, a measure of how effectively participants used the values when studying to maximize their score, was calculated based on List 6 performance. There were no significant differences across conditions, indicating there was no effect of testing or feedback on selective study. However, participants in the test with feedback and halfway test conditions were selective in how they studied, whereas those in the no test condition were not. Additionally, there was limited power (data collection is still on-going), and there were two

promising nonsignificant trends: participants in all three testing conditions did numerically better than those in the no-testing condition, and participants with feedback did numerically better than those in the no-feedback condition. With more power, these trends may become significant and testing and feedback effects may emerge.

Zack Stamm, Cody Hardwick, Sharmaine Ramirez, & Rex Diaz

Strategic learning: The role of testing and feedback on study strategy.

Faculty Mentor: Pei-Chun Tsai

Poster Presentation – Session 3

Our poster discussed the cultural hardships that immigrants face when moving to the United States. As immigrants coming from a different culture, it may be hard for them to adjust different customs, language, food, expectations, etc. We specifically focus on studying four main figureheads from two different countries, Mexico and the Philippines. We discussed the impact they have had not only on their own culture, but the United States' as well. Each of our figureheads have shown many advances in philanthropy and strides towards helping their communities while also being a shining icon for their home country and America. Our figureheads, Salma Hayek, Pancho Villa, Manny Pacquiao, and Apl.de.Ap, all hail either from Mexico or the Philippines, two very different cultures. Throughout our empirical findings, we discussed each of our chosen figureheads' accomplishments and contributions to their home country and to the United States. Alongside these accomplishments, they found themselves having numerous struggles. We further discuss these struggles, detailing their specific hardship(s) that one would usually think to set another back in life and prevent them from achieving as much as they did. Our reviews of each icon analyze different scenarios in which people were able to overcome cultural differences and adapt to one's surroundings when faced with said differences.

Dustin Townsend & Alana Rose 

The relationship between stress and short-term memory

Faculty Mentor: Pamela Jackson

Poster Presentation – Session 2

Long-term stress is thought to have a negative relationship with short-term memory. A study administered via SONA was administered to students attending Radford University, a school in southwestern Virginia. The study consisted of two parts, a short-term memory test and the Cohens Perceived Stress Scale (Cohen, 1983). A relationship between scores on both the two variables was then analyzed. Significant results were found to exist in men but not with women. It is thought that that the reactivity to cortisol between men and women are different therefore leading to different results among men and women. The hypothesis of this study is that long-term stress has a negative relationship with short-term stress.

Francesca Tozzi & Grayson Reynolds

Academic self-competence, internalizing problems, and academic achievement among fifth-grade students.

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation – Session 1

The goal of this study is to examine the relationship of internalizing problems and academic self-competence on math and reading achievement. This study aims to provide evidence for variables

that need to be targeted for improvement in order to increase academic achievement among students. The Early Childhood Longitudinal Program (ECLS) collected the sample for this study. The sample includes 11,265 fifth grade students, 50.3% male and 49.7% female. A multiple regression and Pearson product moment correlation were run to test the relationships between variables, for math and reading. The multiple regression model was statistically significant and predicted Math and Reading Achievement. In this study, internalizing problems and self-competence in math and reading was able to predict math and reading achievement.

Calla Zane, Seth Hall, & Cortney Busick

Development of Materials to Assess Emotion Perception in the Workplace.

Faculty Mentor: Nora Reilly

Oral Presentation – Session 1

Supervisors and managers often set the climate of a workplace. Their ability to perceive emotional reactions to their subordinates is an essential skill. Emotional intelligence begins with the ability to detect emotional reactions in others and, ultimately, regulate one's own reaction to others in an appropriate manner. This study piloted stimulus materials to be used in a study of emotion detection at work. Nine subject matter experts (SMEs) anonymously reviewed eight written scenarios. Six of the scenarios were designed to reflect six basic emotions: happiness, anger, sadness, disgust, surprise, and fear. There were also two filler or control scenarios. All scenarios were placed in the context of comments reviewed as part of a peer's evaluation of one's performance during a performance appraisal. SMEs were asked to report on how each scenario made them feel across a range of ten affect adjectives using a five-point scale. Both scenarios and affect adjectives were presented in random order. Analyses consisted of sets of planned paired t-tests specific to each scenario. Results suggested limited support for the validity and discriminability of key scenarios to be used in a future study.