



Psychology & Gender Research Symposium

Department of Psychology
**9th Annual
Fall 2021**

Co-sponsors

Office of Undergraduate
Research and Scholarship
The Center for Gender Studies

Tuesday
November 30th

Heth 022 & 014
4:00 - 6:30 pm

Psychology & Gender Research Symposium Fall 2021 Program

 Center for Gender Studies presentations

Session 1 Oral Presentations

4:00-5:30 – Heth 022

- Justin Dryer, Sheridan Dean, Gracie Hurd, Adrian Oliva,
& Amber Schemehorn 

*Stress, mood and affect in college students during the
pandemic.*

Faculty Mentor: Jeffrey Willner

- William J. Peaden, Abigail Matthews, Mary Lavelle, Kasey
Ancell, & Brianna Carrillo 

*Covid-19 and stress in college students: Demographic
variables.*

Faculty Mentor: Jeffrey Willner

- Jacob Eirich

*The virtues of virtual: Virtual social events and need
satisfaction.*

Faculty Mentor: Nicole Iannone

- Makayla Stepnowski 

Super women: Damsels or something more?

Faculty Mentor: Michael Meindl

Session 2

Poster Presentations

5:15-6:30 – Heth 014

- Erin Arnold, Angela Causey, & Danielle Fleenor
Is pluralistic ignorance within attitudes of psychological abuse moderated by neuroticism?
Faculty Mentor: Jeffery Aspelmeier

- Hannah Benz, Saleena Lynch, & MaKayla Dulaney
Learning from closed-book writing.
Faculty Mentor: Kathleen Arnold

- Hannah Benz & Hailey Scherer
Guess my age - comparison of age estimation and attitudes toward older adults.
Faculty Mentor: Jenessa Steele

- Jonica C. Billings & Chantelle K. Linthicum
What does it mean to be a counseling psychologist?
Faculty Mentor: Ruth Riding-Malon

- Phoebe M Dubois 
How sexism and implicit relationship beliefs are related to preferences for different Disney princesses.
Faculty Mentor: Nicole Iannone

- Phoebe Dubois, Hailey Scherer, Mia Purcell, Tiange Dai, & Rhys Lafon
Pluralistic ignorance within attitudes toward atheists moderated by religiosity.

Faculty Mentor: Jeffery Aspelmeier

- MaKayla Dulaney, Felix Frost, & Ursula Turner

Power of the mind: How pluralistic ignorance is moderated by experience.

Faculty Mentor: Jeffery Aspelmeier

- Samantha Felts & Queen-Ayanna Sullivan

Therapeutic alliance in counseling psychology: what the therapeutic alliance consists of and how it can differ between clinicians.

Faculty Mentor: Ruth Riding-Malon

- Carter D. Graceson, Sheila Lawoekpor, & Ruth S. Benitez-Villatoro.

Pluralistic ignorance within prejudice toward people with mental illness as moderated by religiosity.

Faculty Mentor: Jeffery Aspelmeier

- Katelynn A. LaCombe, Haley R. Cashwell, & Abby M.

Rutigliano 

Attachment security and resilience related assets moderate the effects of childhood polyvictimization on psychological function.

Faculty Mentor: Jeffery Aspelmeier

- Quentin “Rhys” LaFon, Apollo Penman, & Yasmeena Makki

Prejudice against disabled people: Ableism, political identity, and pluralistic ignorance.

Faculty Mentor: Jeffery Aspelmeier

- Talia Neal, Kaylyn Wertz, & Hannah Benz

Relationship between reaction time and EEG beta power.

Faculty Mentor: Thomas Pierce

- Bailey Saville, Caroline Stephenson, & Ashley Tysinger
Pluralistic ignorance: College drinking attitudes moderated by self-esteem.

Faculty Mentor: Jeffery Aspelmeier

- Hailey Scherer & Hannah Benz
Assessing the impact of age progression application on death salience.

Faculty Mentor: Jenessa Steele

- Hailey Scherer
How sharing parasocial relationships with a friend relates to the quality of both relationships.

Faculty Mentor: Nicole Iannone

- Morgan Shumaker, Madison Presley, Ryan Taylor, & Felix Frost,
Strategic Learning: The effect of testing and feedback on value directed remembering.

Faculty Mentor: Kathleen Arnold & Catherine Middlebrooks

- Kaylyn Wertz, Hannah Benz, MaKayla Dulaney, Morgan Shumaker, & Kathleen Arnold
Studying the benefits of retrieval practice for high and low structure builders.

Faculty Mentor: Kathleen Arnold

- Claudia Y. Paniagua-Ugarte, Shane R. McClafferty, Jacob Johnson, Laura D. Griffith, & Zoe Hannabass 
Effect of maternal separation on anxiety and sociality in rats.

Faculty Mentor: Pamela Jackson

Abstracts

(Listed alphabetically by first author)

Erin Arnold, Angela Causey, & Danielle Fleenor

Is pluralistic ignorance within attitudes of psychological abuse moderated by neuroticism?

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

The present study tested whether pluralistic ignorance exists within attitudes about psychological abuse in romantic relationships. Pluralistic ignorance was measured by comparing participants' ratings of comfort with varying types of psychological abuse in romantic relationships (DV; Assessed by using an author adapted version of Measures of Psychologically Abusive Behaviors scale, MPAB; Follingstad et al., 2015) made for themselves and for their friends (IV; Within-Subjects: Target of rating – ratings for self vs. ratings for friends). The study also investigated neuroticism as a potential moderator of pluralistic ignorance within attitudes toward psychological abuse in relationships (MV; Between-Subjects: Higher levels of neuroticism vs. lower levels of neuroticism; Assessed using the 15-item self-report measure of neuroticism from the International Personality Item Pool, IPIP; Goldberg et al., 2006). Approximately 100 undergraduate Radford University students were recruited for the present online study. It was expected that individuals with lower neuroticism will also rate themselves as being less comfortable with instances of psychological abuse in relationships compared to ratings made for friends. It was also predicted that individuals with greater neuroticism will also rate themselves as being less comfortable than their friends, but the discrepancy was expected to be lower than the discrepancy observed among participants who are low in neuroticism. It was anticipated that groups scoring lower in neuroticism will show a higher degree of pluralistic ignorance. None of these hypotheses were supported as pluralistic ignorance was not observed in attitudes of psychological abuse nor were these attitudes moderated by neuroticism.

Hannah Benz, Saleena Lynch, & MaKayla Dulaney

Learning from closed-book writing.

Faculty Mentor: Kathleen Arnold

Poster Presentation- Session 2

Prior research has established that essay writing of to-be-learned material, which involves retrieval practice, as well as organization and elaboration processes, enhances memory and learning (Arnold et al., 2017). Although prior studies have shown that open versus closed-book essay writing supports learning equally, participants in a closed-book condition included less content and wrote less organized essays (Arnold et al., 2021). This finding suggests that an outline intervention with the potential to reduce cognitive load may enhance learning from closed-book essay-writing. Structure-building ability, which refers to the ability to build mental models (Gernsbacher et al., 1990), may function as a potential moderator on essay-enhanced learning. The current study investigated the effect of an outline intervention on improving closed-book essay-writing and thus enhancing memory and learning, while also examining the role of structure building on essay quality and test performance. This study was conducted online as a between-subjects design with two conditions: outline versus no-outline. Participants were presented with a passage about vaccines and instructed to write an essay highlighting the key

concepts of vaccines either with or without an outline. A delayed test consisting of 4 short-answer and 8 multiple-choice questions (both fact and inference) was administered to address participants learning outcomes. Participants further completed a structure-building ability assessment (MMCB). Preliminary results revealed a strong, positive correlation between MMCB scores and test performance on both multiple-choice and short questions, but no significant effect of the outline intervention on learning material or use of content words in essays. The essay analyses are currently ongoing, and it is predicted that low-structure builders will show a benefit from the outline on essay scores.

Hannah Benz & Hailey Scherer

Guess my age - comparison of age estimation and attitudes toward older adults.

Faculty Mentor: Jenessa Steele

Poster Presentation- Session 2

Our society is aging rapidly with older adults comprising a continuously growing proportion of the population. The expected shift in population age is likely going to carry societal consequences, such as an increase in the occurrence of age discrimination. As defined by Butler, ageism is the systematic stereotyping and categorizing of people based on their age. It is similar to racism and sexism and arises from an underlying dread of growing old. Ageism often includes attitudes and beliefs (positive and negative) towards older people, as well as discriminatory practices and policies against the elderly. Age estimations underpin social interaction and are, based on previous research, error-prone and biased with misperceptions of younger faces to appear older and older faces to appear younger. The current study assessed age bias and examined how differences in age and gender correlate with attitudes towards older adults as well as with the accuracy of guessing someone's age. In a three-condition within-subjects design, 136 participants viewed 12 pictures of male celebrities representing the following age groups: young, middle-aged, and older adult. Participants completed an age estimation assessment and the Fraboni Scale of Ageism. While preliminary results indicated that age and gender were not correlated with ageist beliefs, a repeated-measures ANOVA found significant differences in age estimations, such that estimation errors were greatest for the older and middle-aged celebrity photos. For all age conditions, mean age estimations were lower than actual, chronological age. Data collection is ongoing and demographics will be expanded to different populations.

Jonica C. Billings & Chantelle K. Linthicum

What does it mean to be a counseling psychologist?

Faculty Mentor: Ruth Riding-Malon

Poster Presentation- Session 2

The authors explored what it means to be a counseling psychologist, covering topics such as education and training, looking at the differences between PsyD and PhD programs, career options and outlook, core values that distinguish the profession, and professional identity as a counseling psychologist (belonging to organizations such as APA or SCP). Authors searched relevant peer-reviewed journals related to the profession (TCP, JCP) and pulled from literature related to their Introduction to Counseling Psychology course along with accredited organizational websites such as the COA, APA, and SCP.

Justin Dryer, Sheridan Dean, Gracie Hurd, Adrian Oliva, & Amber Schemehorn 

Stress, mood and affect in college students during the pandemic.

Faculty Mentor: Jeffrey Willner

Oral Presentation- Session 1

The pandemic has caused increased stress and increased the incidence of anxiety and depressive disorders in the general population, especially among young adults. The present study examined the relationship between stress and mental health in college students by analyzing measures of stress, mental health, and affect from a survey of 120 students at Radford University who were taking psychology courses in the spring semester of 2021. We found that many students showed symptoms of anxiety, depression, or functional impairment on the PHQ-4, a short screen for anxiety, depression, and impairment. We also found strong positive correlations between scores on the PHQ-4 and scores on the Perceived Stress Scale (PSS), a commonly used measure of stress. Scores on the PSS were also strongly correlated with a measure of negative affect and were negatively correlated with students' motivation for schoolwork. Other data from the survey indicate that relatively few students had sought mental health services on campus or online during the pandemic, and that almost a third of the students had a negative opinion of the adequacy of the university's support services during the pandemic. These results indicate many students continue to be stressed out as the pandemic has continued, and that there continues to be an unmet need for mental health and support services on college campuses.

Phoebe M Dubois 

How sexism and implicit relationship beliefs are related to preferences for different Disney princesses.

Faculty Mentor: Nicole Iannone

Poster Presentation- Session 2

The present study examines how attitudes towards sexism and implicit relationship beliefs differ based on which Disney princesses' people like and relate to more. The older Disney princesses (e.g., Snow White) have more dependent, destiny-driven beliefs (i.e., meant to be) whereas the newer princesses (e.g., Elsa) have more of an independent personality with their focus on a goal that they fulfill on their own. Participants ($n = 100$) answered questions about how much they like and identify with a variety of Disney princesses (newer and older) and completed measures of benevolent and hostile sexism as well as a measure of implicit relationship beliefs (destiny vs. growth). Results showed that liking for/identifying with older princesses is associated with more benevolent sexism and destiny beliefs ($r_s > .22, p_s < .04$), while liking for/identifying with newer, more independent princesses is associated with less hostile sexism and marginally less destiny beliefs ($r_s < -.18, p_s < .08$). These findings suggest that people who like and identify more with more traditional Disney princesses also hold more traditional views towards women and views

Phoebe Dubois, Hailey Scherer, Mia Purcell, Tiange Dai, & Rhys Lafon

Pluralistic ignorance within attitudes toward atheists moderated by religiosity.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

The present study investigates pluralistic ignorance (PI) within attitudes toward atheists and whether religiosity moderates PI within atheist attitudes. The current study replicates and extends a previous study by Strosser et al. (2016). PI occurs when many or most members of a collective

mistakenly assume their own attitudes differ from those of other members of the group. This discrepancy creates pressure to conform to the imagined group standard (Miller & McFarland, 1987), which reinforces the group's perception of the false norm. As part of a larger study, 138 participants reported their own attitudes and estimated the attitudes of their peers concerning positive behavioral intentions toward atheists (Strosser et al., 2016) and negative attitudes toward atheists (Gervais, 2011). Participants also completed a brief measure of religiosity (Koenig & Büssing, 2010). As expected, participants reported being significantly more willing to interact with atheists and being less prejudiced toward atheists than participants expect their peers to be, providing some evidence for the existence of PI within atheist attitudes. Highly religious participants reported being less likely to interact with atheists and holding more negative attitudes about atheists than less religious participants. Religiosity moderated PI within attitudes about atheists. Highly religious participants expected their peers to be more likely to interact with atheists than themselves and expected their peers to be less prejudiced toward atheists than themselves. Less religious participants expected their peers to be less likely to interact with atheists than themselves and expected their peers to be more prejudiced toward atheists than themselves.

MaKayla Dulaney, Felix Frost, & Ursula Turner

Power of the mind: How pluralistic ignorance is moderated by experience.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

This study investigates pluralistic ignorance (PI) within attitudes about mental health by comparing participants' ratings of comfort with seeking mental health treatment (DV; Assessed using the Mental Help Seeking Attitude Scale, MHSAS; Hammer et al., 2018). Approximately 100 Radford University undergraduate students completed online measures in a nested randomized order. Participants completed two scales, one for oneself and one for their perceptions of their peer's attitude regarding mental health services (IV; Within – Subjects: Target of rating: ratings for self vs. others). The present study tests whether PI within attitudes about seeking mental health services is moderated by self-reported exposure to mental health resources and services. For individuals with little to no exposure to mental health services it was expected that comfort with seeking mental health services would be significantly higher than comfort ratings made for peers; a pattern that reflects a high degree of PI. For participants with more exposure to mental health services, it was expected that participants will report being more comfortable seeking mental health services they expect their peer's to be. The discrepancy between the self and other ratings is expected to be highest in the high exposure group. Based on the results, PI was found within attitudes about seeing mental health services. Participants were more comfortable seeing services than they expected their peers to be. Also, PI is affected by level of experience. Individuals with high levels of experience are more comfortable with seeking mental health services in the future than individuals with lower levels of experience.

Jacob Eirich

The virtues of virtual: Virtual social events and need satisfaction.

Faculty Mentor: Nicole Iannone

Oral Presentation- Session 1

During the Covid-19 pandemic, people have been asked to socialize with others less. This could lead to lower need satisfaction on four fundamental needs of belonging, self-esteem, meaningful

existence, and control (Williams, 2009). The current study examined whether virtual social events (VSEs) may be a solution to this issue. Participants ($n = 146$) completed an online survey that asked them about their frequency of participation in various VSEs (e.g., playing video games, video chats) since the start of the COVID-19 pandemic and measures of need satisfaction, FOMO, need to belong, and extroversion. Individuals higher in FOMO, need to belong, and extroversion engaged in more VSEs ($r_s > .25$, $p_s < .01$). Need satisfaction was not correlated with engagement in VSEs overall, $r(140) = .001$, $p = .989$. However, for individuals higher in FOMO, more frequent engagement in VSEs was related to higher need satisfaction ($p = .047$). For those lower in FOMO, there was no significant relationship between need satisfaction and frequency of engagement, $p = .594$. These findings indicate that engagement in virtual social events may be particularly helpful for individuals higher in FOMO.

Samantha Felts & Queen-Ayanna Sullivan

Therapeutic alliance in counseling psychology: What the therapeutic alliance consist of and how it can differ between clinicians.

Faculty Mentor: Ruth Riding-Malon

Poster Presentation- Session 2

When entering the field of Counseling Psychology, young clinicians begin their journey of identity development as practitioners, and a significant piece of that includes choosing one's theoretical orientation. It is important to note that a clinician's theoretical orientation will impact the skills and interventions they bring into the therapeutic environment, thus impacting the therapeutic alliance between the client and therapist. Due to the unique experiences of our clients, there is no one-size-fits-all when building a therapeutic alliance. Therefore, it is vital to examine how different aspects dramatically impact the therapeutic alliance, such as theoretical orientation, multicultural competence, self-disclosure, and empathy.

Carter D. Graceson, Sheila Lawoekpor, & Ruth S. Benitez-Villatoro

Pluralistic ignorance within prejudice toward people with mental illness as moderated by religiosity.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

The present study investigates pluralistic ignorance within prejudice toward individuals with mental illness by comparing participants' ratings of acceptance (DV: assessed using The Prejudice towards People with Mental Illness scale, PPMI; Kenny et al., 2018) made for one's self and one's peers (IV: Within subjects target of rating, ratings for self vs ratings for others). The study also tested whether pluralistic ignorance within prejudice toward the mentally ill is moderated by religiosity (MV: Between subjects, High religiosity vs. Low religiosity measured by Duke University Religion Index; Koenig & Bussing, 2010). A sample of 58 undergraduate students completed online measures in a nested-randomized order. For people reporting high religiosity, it was hypothesized ratings of prejudice toward the mentally ill would be significantly less prejudicial than ratings made for peers, reflecting a high degree of pluralistic ignorance. For people reporting lower religiosity, it is hypothesized that ratings of prejudice would be significantly less prejudicial than ratings made for peers, but that the difference between the self and peer ratings will be significantly smaller than the difference observed within religious

people. Significant pluralistic ignorance existed within prejudice toward people with mental illness, with the average student believing that their peers are much less tolerant than they actually are. It was also found that highly religious people harbored more prejudice toward the mentally ill, than less religious participants. Contrary to the hypotheses, religiosity did not moderate pluralistic ignorance within attitudes about the mentally ill.

Katelynn A. LaCombe, Haley R. Cashwell, & Abby M. Rutigliano 
Attachment security and resilience related assets moderate the effects of childhood polyvictimization on psychological function.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

The present study tests whether attachment security and resilience-related dispositions moderate the effects of childhood polyvictimization on psychological well-being (Hamby et al., 2007). Child/adolescent Polyvictimization is classified as the number of types of victimization experienced prior to age 18 (Finkelhor et al., 2005), and is associated with negative outcomes in childhood (e.g., Cyr et al., 2017; Finkelhor et al., 2007) and adulthood (e.g., Elliott et al., 2019; Miller-Graff et al., 2016). No published studies have investigated the combined effects of polyvictimization, attachment, and resilience related factors on psychological outcomes in adulthood. As part of a larger study, a sample of 98 first semester college women completed online measures of victimization history (Hamby et al., 2007), attachment security (Brennan et al., 1998), resilience (Prince-Embry, 2007), and psychological symptomatology (Derogatis, 1994). Attachment Avoidance and Resilience related Emotional Reactivity moderated the negative effects of polyvictimization. The highest severity of symptomatology was reported by participants who were polyvictims with greater avoidance or emotional reactivity. In contrast, participants who experienced greater victimization, but also had more secure attachment styles or more resilience related assets, experienced fewer negative outcomes (less symptomatology).

Quentin “Rhys” LaFon, Apollo Penman, & Yasmeena Makki
Prejudice against disabled people: Ableism, political identity, and pluralistic ignorance.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

This study examines pluralistic ignorance within ableist attitudes (DV; assessed using the Symbolic Ableism Scale, Friedman & Aswumb, 2019) by comparing the ratings of participants' reports of their own ableist attitudes with estimations participants made of their peers' attitudes (IV; Target of ratings: self vs. others; Within-Subjects). This study also tested whether pluralistic ignorance within ableist attitudes is moderated by political attitudes (MV; Between Subjects: conservatism vs. liberalism, measured using the Conservatism Scale, Sidanius, 1991, as cited in Knight, 1999). Approximately 68 undergraduate Radford University students were recruited for this online study. For conservative participants, it was expected that ratings made for one's own and one's peers' ableist attitudes would be high and not significantly different, reflecting a low degree of pluralistic ignorance. For liberal participants, it was expected that self-ratings made for one's own ableist attitudes would be significantly lower than ratings of peers' ableist attitudes, reflecting a high degree of pluralistic ignorance. A small and marginally significant pluralistic ignorance effect was found. Participants felt their peers were more ableist than the participants were themselves. Political attitudes did not moderate pluralistic ignorance within ableist attitudes.

Talia Neal, Kaylyn Wertz, & Hannah Benz

Relationship between reaction time and EEG beta power.

Faculty Mentor: Thomas Pierce

Poster Presentation- Session 2

The electroencephalogram (EEG) detects changes in electrical activity of the brain using electrodes placed on the surface of the scalp. EEG can analyze brain wave patterns of individuals in different attention-related task conditions. With these patterns, researchers can then analyze concepts, such as the level of attentional focus on a task, the degree to which certain areas of the brain are active, and cycles of greater or lesser activity. One technique for quantifying cycles in EEG signals is spectral analysis, which measures the degree to which different frequencies are present. Beta power is defined as the degree to which frequencies from 12-18 Hz are present in the EEG signal. High values for beta power are associated with an attentive state. One sample recording was obtained while a participant performed a simple reaction time (RT) task. The participant pressed a button as quickly as possible after the onset of a target stimulus (“X”) that remained constant over 120 trials. EEG was recorded from 16 sites on the surface of the scalp, arranged according to the 10-20 electrode placement system. A value for beta power was obtained every 10 seconds through the 4:30 second recording. Each successive set of four reaction times was averaged to produce 30 mean RT values across the 120 trials. An overlay of values for RT with values for beta power, which were obtained at approximately the same time, showed that the slowest reaction times occurred, on average, about 20 seconds after a peak in beta power.

Claudia Y. Paniagua-Ugarte, Shane R. McClafferty, Jacob Johnson, Laura D. Griffith, & Zoe Hannabass 

Effect of maternal separation on anxiety and sociality in rats.

Faculty Mentor: Pamela Jackson

Poster Presentation- Session 2

Maternal separation during early development has been shown to produce acute effects on the physiological and behavioral development of the offspring and prolonged negative effects on social behavior and psychological well-being (Haller et al., 2014; Lundberg et al., 2017). Real life implications of these effects have been observed in children in foster care and children that had to be separated from their mothers at birth due to delivery complications. Therefore, further assessment on the effects of maternal separation is necessary for determination of potential buffers for children experiencing periods of isolation. A potential buffer is the presence of siblings during maternal separation which may mitigate the negative effects caused by the maternal separation. Thus, the purpose of this study is to (1) assess the effects of maternal separation during early development on behavior during the separation and after, and (2) assess the effects of maternal separation during early development on the sociality and social interaction during adulthood. Results found that there was a significant difference in the effects of maternal separation on anxiety between genders. There was almost a significant difference observed in social interaction during adulthood. Further research on the effects of maternal separation during early development are vital to assess potential environmental buffers that could mitigate the effects of maternal separation.

William J. Peaden, Abigail Matthews, Mary Lavelle, Kasey Ancell, & Brianna Carrillo 

Covid-19 and stress in college students: Demographic variables.

Faculty Mentor: Jeffrey Willner

Oral Presentation- Session 1

Studies conducted early in the pandemic have shown increased stress and increased signs of mental health problems within the general population, with an especially large increase seen in young adults. The present study examined these issues in college students later in the pandemic to assess the extent to which increases in stress and mental health issues have continued, or whether students have adapted to the changes caused by the pandemic. We analyzed data from a survey that collected measures of stress, mental health, and demographic information from 120 Radford University students in the Spring of 2021. We found that many students showed signs of anxiety, depression, or functional impairment on the PHQ-4, a short screen for symptoms of anxiety, depression and overall impairment, and strong positive correlations between scores on the Perceived Stress Scale (PSS) and scores on the PHQ-4. We also found significant variations in student stress as a function of demographic variables, including gender (Women > Men), sexual orientation (Alternative orientations > Heterosexual orientation) and preexisting physical or mental health conditions (Preexisting Conditions > No conditions). Unlike some previous studies, however, we did not find differences in student stress as a function of ethnicity. Given evidence that stress negatively impacts students' mental health and motivation for school, it would seem imperative that educational institutions do more to provide services to support students' mental health and to build stress resilience.

Bailey Saville, Caroline Stephenson, & Ashley Tysinger

Pluralistic Ignorance: College drinking attitudes moderated by self-esteem.

Faculty Mentor: Jeffery Aspelmeier

Poster Presentation- Session 2

The present study investigated pluralistic ignorance within college drinking attitudes. The present study also explored whether pluralistic ignorance within beliefs about drinking comfort was moderated by self-report self-esteem. Approximately 100 undergraduate Radford University students were recruited for the present study. The data was collected using an online survey. The measures used were a revised Prentice & Miller (1993) author constructed drinking attitudes scale, with a 7-point scale of comfort, and Rosenberg's Self-Esteem Scale (Rosenberg, 1965) to assess an individual's personal rating of their self-esteem. For individuals with higher self-esteem, it was expected that self-ratings of comfort levels with drinking would be lower than ratings made for their peers' comfort with drinking, but will not be significantly different, showing a low degree of pluralistic ignorance. For individuals with lower self-esteem, it was expected that self-ratings of comfort levels with drinking would be significantly lower than ratings made for peers', showing a high degree of pluralistic ignorance. The present study found that there was no significant difference in the ratings from participants with high or low self-esteem. The results were not consistent with the hypotheses. However, a significant interaction was found between the target and self-esteem, but the size of pluralistic ignorance did differ between the high and low self-esteem groups. For those with low self-esteem, self-ratings of comfort were significantly lower than others' ratings. For those with high self-esteem, there was no significant difference between self and others' ratings. Participants with low self-esteem were also found to be less comfortable with drinking than participants with high self-esteem. Demonstrating that the hypotheses, where low self-esteem participants were expected to be more

comfortable with drinking and have lower pluralistic ignorance than participants with high self-esteem, were not supported.

Hailey Scherer

How sharing parasocial relationships with a friend relates to the quality of both relationships.

Faculty Mentor: Nicole Iannone

Poster Presentation- Session 2

The goal of the current study was to examine how sharing a parasocial relationship (PSR—one sided relationship with a media figure) with a friend in real life relates to a participant's relationship with this friend as well as the PSR. Participants (N=99) completed a survey that included questions assessing how committed to, satisfied with, and invested they are with their PSRs, how frequently they engage in PSR related behaviors (e.g., reading about their PSR), how much the friend they share the PSR with the most likes this celebrity, and how committed to, satisfied with, and invested they are with that friend. The more the friend liked the same celebrity as the participant, the higher the participant's satisfaction and commitment to the PSR and the more likely they were to engage in PSR behaviors, ($r_s > .20$, $p_s < .06$). Additionally, the friend's liking for the celebrity was positively correlated with the participant's satisfaction, commitment, and investment to their friend ($r_s > .24$, $p_s < .02$). These findings demonstrate that the extent to which friends in real life share their PSRs is positively related to stronger relationships with the PSR as well as between the friends.

Hailey Scherer & Hannah Benz

Assessing the impact of age progression applications on death salience.

Faculty Mentor: Jenessa Steele

Poster Presentation- Session 2

The present study focuses on the use of different applications that utilize age progression simulation, or a tool that takes a photo of a person and ages that photo until the person appears significantly older than their current age, and how the progressed photo might impact aging anxiety, attitudes towards death, and attitudes towards older adults. To assess the degree to which different age progression applications might impact perceptions and attitudes toward aging these feelings and attitudes, the present study aims to analyze three different aging tools (Snapchat, AgingBooth, and FaceApp). Participants will be randomized to one of five conditions (AgingBooth, FaceApp "Cool Old", FaceApp "Old", FaceApp "Babyface", and Snapchat) and instructed to upload a selfie and use the designated filter. Upon completing the file upload, participants complete questionnaires to assess perceptions and attitudes toward aging and death. Specifically, participants complete the Death Attitude Profile (Wong, Reker, & Gesser, 1994), Anxiety about Aging Scale (Lasher & Faulkender, 1993), and the Fabroni Ageism Scale (Fabroni, Saltstone, & Hughes 1990). Lastly, participants answer demographic questions, are debriefed, and awarded participation credit for completion of the survey. We expect individuals who progressed their face to be older would have significantly higher levels of aging anxiety, fear of death, and ageism than participants who aged their face to be younger.

Morgan Shumaker, Madison Presley, Ryan Taylor, & Felix Frost

Strategic Learning: The effect of testing and feedback on value directed remembering.

Faculty Mentor: Kathleen Arnold & Catherine Middlebrooks

Poster Presentation- Session 2

To effectively use the limited amount of time students are given to learn information between exams, students must be selective in the material they choose to study. Preferably, they will choose items that are most likely to be on the future exam (i.e., items of high value). This study examined the impact of testing and feedback on student's selectivity to determine if experience with prior tests (with or without feedback) would improve one's ability to be selective. This study divided participants into four conditions labeled: test feedback (TF), test no feedback (TNF), half-test (HT), and no-test (NT). In each condition, participants were presented with six word lists, each containing 20 words associated with a point value ranging from 1-10. Each point value appeared twice within a given list. Participants were given 60 seconds to study the presented list before a free recall test or an alternative task were administered. A measure known as the selectivity index was used to examine the participant's performance on list six to determine how selective participants were across conditions. Although there was a numerical trend suggesting testing may have increased selectivity, no significant differences in selectivity were found between the conditions examining testing's impact (TNF, HT, NT). Feedback also had no significant effect on selectivity.

Makayla Stepnowski 

Super women: Damsels or something more?

Faculty Mentor: Michael Meindl

Oral Presentation- Session 1

Superheroes have been a part of popular culture for quite some time, starting with comics and transitioning to film adaptations, that still dominate theaters today. However, we have a set picture in our minds of how superheroes are supposed to look, and how the plot should carry itself. Dominating the comic book culture and now, superhero films, heroes are buff, good-looking, confident men who fight for the greater good. But what about the women? Only up until recently have women been portrayed as the damsel in distress, the mother figure, the love interest, or the sex symbol. We see the field slowly progressing as we are getting strong women on the screen in their movies or shows, examples being 'Captain Marvel', 'Black Widow', and 'WandaVision'. Though this is a slow and tedious progression, it is still something to note, especially now that more females are beginning to take part in the film and comic book industries. We can finally assure women writers, directors, and producers that there will be a strong woman on the screen that is not just there to talk about their love interests and show skin, but a strong role model for young women all over the world.

Kaylyn Wertz, Hannah Benz, MaKayla Dulaney, & Morgan Shumaker

Studying the benefits of retrieval practice for high and low structure builders.

Faculty Mentor: Kathleen Arnold

Poster Presentation- Session 2

The retrieval practice effect specifies that memory is enhanced when the to-be-remembered information is retrieved rather than simply restudied (Rowland, 2014), but previous research has displayed mixed findings regarding who benefits the most from retrieval practice (Agarwal et al., 2017; Arnold et al., 2017). The current study examines how structure-building ability may

moderate the retrieval practice effect, when feedback is or is not given. To test this, we used a 2 (test, restudy) X 2 (feedback, no feedback) mixed factorial design, with test/restudy manipulated within-participants and feedback manipulated between-participants. Participants read a passage and were then tested on four passage facts using cued-recall questions and restudied four different facts by reading factual statements (counterbalanced across participants). Half of the participants received correct answer feedback after each question. After a two-day delay, participants completed the Multimedia Comprehension Battery (MMCB) to assess structure-building ability and answered eight questions about the facts they previously reviewed. Four of these were the same as the initial questions, and the other four were new inference-based questions. If those with greater structure-building ability always benefit more from retrieval practice, the results should show an increasing effect of testing as structure-building ability increases, regardless of feedback. In contrast, if feedback disproportionately enhances the benefit of retrieval practice for low structure-builders, this moderating effect of structure-building may only occur with no feedback. For both fact and inference questions, a significant main effect of structure-building was found. On fact-based questions, feedback helped high structure-builders more than it did low structure-builders.