CAROLINAS PSYCHOLOGY CONFERENCE

CONFERENCE

2019

CAMPBELL UNIVERSITY

44TH ANNUAL

My Schedule

Morning Session	Presenter	Location
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		
Afternoon Session	Presenter	Location
1:15		
1:30		
1:45		
2:00		
2:15		
2:30		

Presentation Etiquette

Please be courteous to the student presenter and do not leave or come in while they are speaking. Each oral presentation will run for 10 minutes with 2-3 minutes of questions. This schedule allows 2 minutes between each presentation for audience members to switch rooms. The moderator in each session will indicate when it is appropriate to move to a different room. Thank you for your support!

Information for Presenters

Please arrive 15 minutes early for your session (e.g. 8:45 or 1:00). The moderator will assist you in loading your PowerPoint from your flash drive onto the room's PC computer so that it can be easily accessed when it is time for your talk. The moderator will introduce you and let you know when you are out of time. Please direct any questions to your room's moderator. Good luck!

2019
Carolinas Psychology Conference
Proceedings

Acknowledgements

Save the Date!

The 45th Annual Carolinas Psychology Conference will be held
Saturday, April 18, 2020

Schedule of Events

All events take place on Saturday, April 13, 2019 in the **Lundy-Fetterman School of Business** building on the campus of Campbell University.

|		
8:30 - 9:00	Walk-in registration and coffee	Main Lobby
9:00 - 10:30	Session I: Student Paper Presentations	Rooms 121 - 126
10:45 - 12:00	Keynote Address by Dr. Gabrielle F, Principe, PhD	Lynch Auditorium
12:00 - 1:15	Lunch Break (lunch will be provided)	Main Lobby
1:15 - 2:45	Session II: Student Paper Presentations	Rooms 121 - 126
3:00 - 4:00	APS Psychology Jeopardy with Dr. Jim Kalat (NCSU)	Lynch Auditorium

Presentation Locations

Room	Session 1 (9:00 - 10:30)	Session 2 (1:15 - 2:45)
121	Social I *(pg 9)*	Clinical *(pg 11)*
122	Experimental *(pg 10)*	Social II *(pg 11)*
123	Cognition/Memory *(pg 8)*	Developmental II *(pg 12)*
124	Health Psychology *(pg 8)*	Sports Psychology *(pg 12)*
125	Personality *(pg 9)*	Social III/Developmental III *(pg 13)*
126	Developmental I *(pg 10)*	Emotion/Health/Personality *(pg 13)*

An index of names of the FIRST authors with their presentation sessions can be found starting on page 14.

- Abstracts for each paper are listed by the number shown (in parentheses) to the left of the title. Full abstracts begin on page 16.

Lundy Fetterman Classroom Map

FIRST FLOOR PLAN
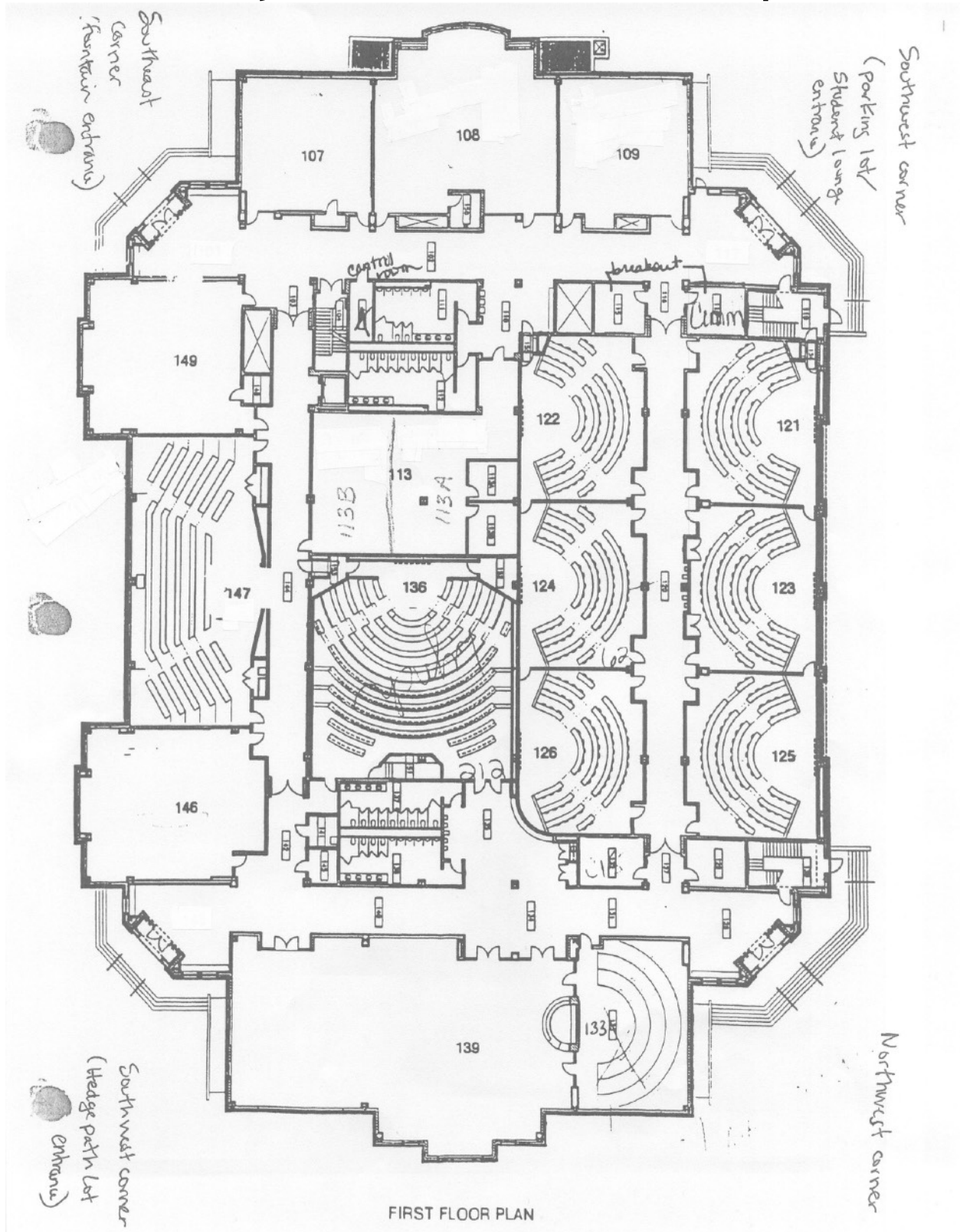
Keynote Speaker

Gabrielle F. Principe, PhD

How Everyday Conversations Shape Children's Memory for Experience

Dr. Gabrielle F. Principe is a Professor in the Department of Psychology at the College of Charleston, where she studies cognitive development in young children. Dr. Principe received her Ph.D. from the University of North Carolina at Chapel Hill and later completed a National Institute of Mental Health postdoctoral fellowship at Cornell University. Her research has been federally funded by the National Institutes of Health, and she has published her research in numerous scientific journals including *Psychological Science,* the *Journal of Experimental Child Psychology,* and *Cognition and Development*. She also blogs for *Psychology Today* and *Huffington Post* on issues of childhood and serves as the education section editor for *Evolution: This View of Life*. Her book is entitled *Your Brain on Childhood: The Unexpected Side Effects of Classrooms, Ballparks, Family Rooms, and the Minivan* (Prometheus, 2011).

APS Psychology Jeopardy
3:00pm, Lynch Auditorium

Dr. Jim Kalat, retired Professor of Psychology at NCSU, has again prepared the popular APS Psychology Jeopardy competition and is returning as host this year. Come cheer on the contestants from participating colleges as they compete in a game modeled after the television show, except that all questions pertain to various aspects of psychology. The winning team will receive a trophy to take home to its school, as well as having its school's name engraved on the trophy held with CPC which identifies the winners from every year. The winning team members will also win prizes donated by the Association for Psychological Science.

Past Invited Speakers

Year	Date	School	Name	Topic
2018	April 21	Campbell	Lauren Fowler	Challenge Accepted! Turning research roadblocks into opportunities
2017	April 22	Campbell	Matthew McBee	Psychological Theories and Empirical Research: Closing the Loop for Better Science
2016	April 16	Campbell	Shelley L. Amen	Research Careers in the Psychological Sciences: A Case Study in Trial, Error and Perseverance
2015	April 18	Meredith	Jean Twenge	Modern Culture and Individualism: Has Self-Focus made Us Better or Worse?
2014	April 12	Meredith		NO SPEAKER
2013	April 20	Meredith	Lisa Amaya-Jackson	Trauma in the Lives of Children
2012	April 14	Meredith	Jerome Siegel	The Adaptive Function of Sleep
2011	April 9	Meredith	Jennifer Etnier	Can Exercise Make You Smarter?
2010	April 17	Meredith	David Sherman	Health Psychology: The Interface of Basic and Applied Research
2009	April 18	Meredith	Susan Clayton	Conservation Psychology: Understanding and Promoting Human Care for Nature
2008	April 4-5	Meredith	Abigail Baird	The Teen Species: Anatomy, Physiology and a bit of Zoology
2007	April 30-31	NCSU	Rachel Herz	Odor-Associative Learning and Emotion: Perception, Memory and Behavior
2006	April 21-22	Meredith	James Gallagher	The Role of Psychology in Public Policy
2005	April 15-16	NCSU	James P. Motiff	Reflections and Introspections: A look at life as a Psychologist
2004	April 11-12	Meredith	Jean M. Twenge	Individualism and Despair: Birth Cohort Changes in Personality and Live Outlook 1931-2002
2003	April 11-12	NCSU	Robert Provine	Laughter
2002	April 12-13	Meredith	G. Reid Lyon	The Neuropsychology of Learning Disabilities
2001	April 6-7	NCSU	Judy DeLoache	Becoming Symbol Minded…
2000	April 7-8	Meredith	James Pennebaker	(25th Anniversary) Trauma, Language, and Heath
1999	April 9-10	NCSU	Stanley Finger	Publish or Perish: Two Sad Tales About the Brain and Behavior
1998	April 3-4	Meredith	Stephen Ceci	Is the truth in jeopardy? Cognitive and social factors that influence the accuracy of children's testimony
1997	April 11-12	NCSU	Allen Gardner	Signs of Language in Cross-Fostered Chimpanzees
1996	April 12-13	Meredith	Ann Howard	The Changing Nature of Work
1995	April 7-8	NCSU	Paul Rozin	The Cultural Evolution of Disgust
1994	April 8-9	Meredith	Margaret Matlin	Bimbos and Rambos: The Cognitive Basis of Stereotypes
1993	April 2-3	NCSU	Debora Baldwin	Stress and the Immune System

1992	April 10-11	Meredith	Alfred Owens	Psych for Real Life: Reviving the Early Functionalists' Agenda
1991	April 12-13	NCSU	Sandra Scarr	Love and Work: Challenge For Families Today
1990	April 20-21	Meredith	Jane Goodall	Thirty Years At Gombe Stream
1989	April 7-8	NCSU	James Butcher	Revising the MMPI
1988	April 8-9	Meredith	Elliott Aronson	Applic. Of Social Psychology
1987	April 3-4	NCSU	Susan Schiffman	Applied Taste/Smell Res.
1986	April 4-5	Meredith	Julian Rappaport	Univ. & Sense of Community
1985	April 12-13	NCSU	Elizabeth Loftus	Eyewitness Testimony
1984	April 6-7	Meredith	Wilse Webb	Nature of Sleep
1983	April 15-16	NCSU	Duane Rumbaugh	Great Apes & Language Debate
1982	April 6-7	NCSU*	Robert Baron	Control of Human Aggression
1981	April 10-11	NCSU	Jerre Levy	Cerebral Asymmetry
1980	April 18-19	Meredith	Joseph Wolpe	Anxiety & Depression
1979	April 6-7	NCSU	Jerome Singer	Stress, Control, and Coping
1978	April 14-15	Meredith	Roger Fouts	Communic'n - Man & Chimp
1977	April 22-23	NCSU	Peter Ornstein	Cognitive Proc. In Children
1976	April 9-10	Meredith	---------	---------

Presentations

Health Psychology I	Room 124	9:00 - 10:30

9:00
(46)
FDA Regulations and Consumer Input
Name: Jorden Crowe, Vanessa Jones, Sydney Young, Marissa Childers, Kirsty Beckett
College: Morehead State University   Faculty Mentor: Gregory Corso

9:15
(19)
Effects of the Cultural Values of Familismo and Religiosity on the Use of Mental Health Services by Spanish Speakers
Name: Jane Kelley
College: Meredith College   Faculty Mentor: Cynthia Edwards

9:30
(40)
The College Student Stress and Coping Project
Name: Sarah Hayes, William Guiler, Lauren Conder, Christyn Dolbier
College: East Carolina University   Faculty Mentor: Christyn Dolbier

9:45
(41)

Examining the Efficacy of Mindfulness and Exercise Interventions During Pregnancy to Affect Perinatal Psychological Symptomology
Name: Abigail Ware, Lauren Conder, M.A., & Christyn Dolbier, Ph.D.
College: East Carolina University   Faculty Mentor: Christyn Dolbier, Ph.D.

10:00
(60)

Mothering Through Discrimination: Exploring How Black Mothers Both Cope with and Socialize the Coping Responses of Their Daughters to Discrimination Stress
Name: Alexis Roberts
College: Elon University   Faculty Mentor: Buffie Longmire-Avital

10:15
(37)

The Influence of Induced Mood on Food Preference
Name: Sydney Schroeder
College: Barton College   Faculty Mentor: Julie Baker

Cognition/Memory	Room 123	9:00 - 10:30

9:00
(80)

The Impact of Addictive and Contradictory Misinformation on Post-Event Recall Using Variables of Age, Gender, and Confidence
Name: Robert Spence
College: Erskine College   Faculty Mentor: Robert Elsner

9:15
(65)

Single Issue Voting in the American Southeast
Name: Alexander Leasure
College: Erskine College   Faculty Mentor: Robert Elsner

9:30
(45)

The Effects Music Has on Completing a Word Search
Name: Kaitlyn Youngo
College: Barton College   Faculty Mentor: Julie Baker

9:45
(36)

The Side-effects of Music on Short-term Memory
Name: Eugene Hunt IV
College: Barton College   Faculty Mentor: Julie Baker

10:00
(49)

False Memories through Visual and Audio Presentation Using the DRM Paradigm
Name: Natisha Bridges
College: Barton College   Faculty Mentor: Julie Baker

10:15
(71)

The Effect of Test Delivery Format and Encoding Specificity on Reading Comprehension
Name: Jessica Benson
College: Meredith College   Faculty Mentor: Cynthia Edwards

Social I	Room 121	9:00 - 10:30

9:00 (2) **Language of Empathy**
Name: Darien Sturtevant, Rio Tate, Martin Gonzales
College: Eastern New Mexico University   Faculty Mentor: Gary Bond

9:15 (4) **The Effect of Colorist Views on Attraction**
Name: Gloria Rawls
College: Charleston Southern University   Faculty Mentor: Amanda Harmon

9:30 (5) **What Would You Do?**
Name: KellyAnn Bonanno
College: Elon University   Faculty Mentor: CJ Fleming

9:45 (44) **Social Media and Body Image**
Name: Shelby Watson
College: Longwood University   Faculty Mentor: Chris Bjornsen

10:00 (14) **Facial Profiling**
Name: Dakota Dawn Goldsmith, Hannah Grace Allison
College: Campbell University   Faculty Mentor: Jutta Street

10:15 (16) **Gender Inequality and Social Normality: A Qualitative Analysis of Gender in Religious Workspaces**
Name: Jenna Curia
College: Meredith College   Faculty Mentor: Cynthia Edwards

Personality	Room 125	9:00 - 10:30

9:00 (11) **How Birth Order Impacts Clifton Strength's Traits and College Major**
Name: Sara Neese
College: Meredith College   Faculty Mentor: Andrea McPherson

9:15 (27) **Personality and Emotions**
Name: Amanda Pate, Tyrone Graham, Natalie Kemp
College: University of Mount Olive   Faculty Mentor: Jennifer Gray

9:30 (10) **Music and Spirituality: The Psychological Impact of Music on Feelings of Spirituality and Connectedness**
Name: Qiang Zhang
College: Duke University   Faculty Mentor: Mark Leary

9:45 (51) **Self-presentation in Online Dating vs. Job Profiles**
Name: Brittany Lundy, Kaila Washington, Kelsey Comer
College: Randolph College   Faculty Mentor: Holly Tatum

10:00 (86) **Personality Traits and Student Involvement**
Name: Jenna Davis
College: Barton College   Faculty Mentor: Julie Baker

10:15 (79) **Personality Type and Classroom Seating Based on Different Scenarios**
Name: Jaime Tijerina
College: Erskine College   Faculty Mentor: Robert Elsner

Developmental I	Room 126	9:00 - 10:30

9:00 (68)   **Effects of a Movement Intervention on Motor Skills in Children with Autism**
Name: Laura Whitley
College: Meredith College   Faculty Mentor: Cynthia Edwards

9:15 (23)   **Closeness, Conflict and Expectations: Evaluations of Children's' Perceptions of Student-Teacher Relationships**
Name: Lainey Butler, Shannon N. Pitone, Jackie Henry, Emily Waun, Alison N. Cooke, Courtney A. Hagan, Amy G. Halberstadt
College: North Carolina State University   Faculty Mentor: Amy G. Halberstadt

9:30 (76)   **Faith's influence on the external perception of the US Foster Care System and those affected by it**
Name: Amanda Stevenson
College: Erskine College   Faculty Mentor: Robert Elsner

9:45 (81)   **Happiness and Socialization Impacted by Directive and Nondirective Group Play Therapy**
Name: Molly McMinn
College: Erskine College   Faculty Mentor: Robert Elsner

10:00 (6)   **Parental influence and its effects on individual's decision making**
Name: Aishia Chenery
College: Charleston Southern University   Faculty Mentor: Amanda Harmon

10:15 (22)   **Closeness and Conflict: Teachers' Perceptions of Teacher-Student Relationships**
Name: Shannon Pitone, Catie Snowden, Courtney A. Hagan, Amy G. Halberstadt
College: North Carolina State University   Faculty Mentor: Amy Halberstadt

Experimental	Room 122	9:00 - 10:30

9:00 (38) **Visual Imagery in a Physical Activity**
Name: Daria Avram
College: Barton College   Faculty Mentor: Julie Baker

9:15 (31) **The Effects of a Kudzu Root and St. John's Wort Combination on Ethanol Intake**
Name: Tori Green, Sarah Wardlow
College: Randolph College   Faculty Mentor: Dennis Goff

9:30 (47) **Are labs good lab dogs? An analysis of the effect of dogs on the human stress response**
Name: Skye Gurbarg-Green, Kirsten L. Arthur, Sarah P. Wililams
College: Randolph College   Faculty Mentor: Holly Tatum

9:45 (58) **The Effects of Coloring Medium on Mood**
Name: Stephanie Arnold
College: William Peace University   Faculty Mentor: Mark Cushman

10:00 (64) **Art and Music as a Means for Coping with Anxiety**
Name: John King
College: Erskine College   Faculty Mentor: Robert Elsner

10:15 (62) **Using an eye-tracker to study test takers' confidence judgments and answer-changing behaviors**
Name: Laia Scott, Dr. Eric Laws, Taylor Morgan, Toni Frattini
College: Longwood University   Faculty Mentor: Stephanie Buchert

Clinical	Room 121	1:15 - 2:45

1:15 (13) **The Effect of Media Priming on Individuals with Higher Rates of Anxiety**
Name: Rachel Cullen
College: Methodist University   Faculty Mentor: Katharine Snyder

1:30 (26) **Examining the Relationship between Depression and Anxiety and Related Factors in College Students**
Name: Alexis Campbell
College: North Carolina A&T State University   Faculty Mentor: George Robinson

1:45 **(30)**	**Depression and Suicidal Ideation in Jamaicans with Sickle Cell Disease (SCD)** Name: Brianna Jones, John J. Sollers, PhD, Jessica Miller, B.A., Christopher L. Edwards, PhD College: North Carolina Central University Faculty Mentor: Christopher Edwards
2:00 **(35)**	**Addressing Mental Health Stigma: Evaluation of an Intervention** Name: Ashley Johnson College: Longwood University Faculty Mentor: Timothy Ritzert
2:15 **(78)**	**The Influence of Admission Specifics on Rehabilitated Individuals' Views of Social Interaction as a Component of Recovery study** Name: Imani Parks-Williams College: Erskine College Faculty Mentor: Robert Elsner
2:30 **(59)**	**Personality and Addictive Behaviors** Name: Brittany Nuce College: Erskine College Faculty Mentor: Robert Elsner

Social II   Room 122   1:15 - 2:45

1:15 **(24)**	**Emotional effects of social media use, depression, and fear of missing out** Name: Samantha Jenkins, Debra Harper College: Longwood University Faculty Mentor: Chris Bjornsen
1:30 **(28)**	**Gaming friendships, real life friendships and extraversion** Name: Scott Cast, Sean Murphy College: Longwood University Faculty Mentor: Chris Bjornsen
1:45 **(29)**	**The Effects of Flirting on the Forgiveness of Sexual Misconduct** Name: Andrew Taylor, Tyrone Graham College: University of Mount Olive Faculty Mentor: Jennifer Gray
2:00 **(39)**	**Public Acceptance of Autonomous Vehicles: An Unanswered Question** Name: Vanessa Jones, Jorden Crowe, Sydney Young, Marissa Childers, Kirsty Beckett College: Morehead State University Faculty Mentor: Gregory Corso
2:15 **(53)**	**Who's Hot and Who's Not?** Name: Dinah Neal College: Barton College Faculty Mentor: Julie Baker
2:30 **(54)**	**Gender, Offense Status, and Stigma Related to Pedophilia** Name: Amanda Brinson College: University of Mount Olive Faculty Mentor: Jennifer Gray

Developmental II	Room 123	1:15 - 2:45

1:15 (55) **The Effects of Parentification on Mental Health, Grit, and Achievement Motivation**
Name: Erica Mouanoutoua, Ray Taylor, Brittney Black
College: University of Mount Olive   Faculty Mentor: Jennifer Gray

1:30 (50) **The Relationship Between Attachment Dimensions and Overall Relationship Depth of College Students**
Name: Morgan Hendrix, Colleen McKeel, Dr. Cynthia Edwards
College: Meredith College   Faculty Mentor: Cynthia Edwards

1:45 (9) **The Association Between Daily Stressors, Life Satisfaction and Anxiety in Mexican Adolescents**
Name: Madison Trone, Summer Haynes, Holly Hooper
College: UNC at Wilmington   Faculty Mentor: Graciela Espinosa-Hernandez

2:00 (67) **Conflict history influences expectations in dating relationships more than attachment styles**
Name: Grayson Sullivan
College: Erskine College   Faculty Mentor: Robert Elsner

2:15 (56) **Sense of Place Dimensions**
Name: Allison Nicole Krause, Joshua Thomas Smith
College: Francis Marion University   Faculty Mentor: Teresa Herzog

2:30 (63) **The Effects of LEAF: A mixed methods exploratory evaluation of a post-adoption group intervention**
Name: Lillian Blanchard
College: Duke University   Faculty Mentor: Katie Rosanbalm

Sports	Room 124	1:15 - 2:45

1:15 (32) **The Overall Influence of Self-Esteem: Self-Esteem Influencing Student-Athletes and Non-Student-Athletes**
Name: Alexis Sales
College: Erskine College   Faculty Mentor: Robert Elsner

1:30 (57) **Effects of the PERMA Model Coaching Framework on Athletes**
Name: Cheyenne Matson
College: Erskine College   Faculty Mentor: Robert Elsner

1:45 (70) **The Dunning-Kruger Effect Influences Competitive Golfers Putting**
Name: Julien Raya
College: Erskine College   Faculty Mentor: Robert Elsner

2:00 (52) **Confidence in Hand Dominance**
Name: Nihgel Scott
College: Barton College   Faculty Mentor: Julie Baker

2:15
(66)
Sports Confidence in Both Athletes and Non-Athletes
Name: Elisha Packer
College: Barton College   Faculty Mentor: Julie Baker

2:30
(43)
Faith, Stress, and Purpose in College Students
Name: Mikayla Glenn
College: Erskine College   Faculty Mentor: Robert Elsner

Social III/Developmental III   Room 125   1:15 - 2:45

1:15
(83)
The Effect of Mental Illness on Juror Verdict
Name: Katherine Parris
College: Charleston Southern University   Faculty Mentor: Christina Sinisi

1:30
(15)
"Even over the rainbow, they'll still call me n*$$@#": Exploring the intersectional identities of emerging adult Black gay men
Name: Bridgette Agbozo, Tres M. McMichael, Dr. Buffie Longmire-Avital
College: Elon University   Faculty Mentor: Buffie Longmire-Avital

1:45
(18)
Organizational Predictors for Personal Social Media Use for Work
Name: Carlos Corona, Stephanie Dailey
College: Texas State University   Faculty Mentor: Krista Howard

2:00
(77)
The effects of combat films on students' perception of the United States armed forces
Name: Halley Ham
College: Erskine College   Faculty Mentor: Robert Elsner

2:15
(84)
Divorce and Non-Divorce Conflict Effects on Parent-Child Relationships
Name: Rickese Brooks
College: Erskine College   Faculty Mentor: Robert Elsner

2:30
(12)
The Impact of a Summer Symposium Experience on Adjustment and Persistence among Diverse First-Year Students
Name: Allison Kvasnicka
College: Meredith College   Faculty Mentor: Cynthia Edwards

Emotion/Health/Personality   Room 126   1:15 - 2:45

1:15
(42)
Comparison of the Constructs of Grit and Resilience in Student Populations
Name: Viktoriya Anissimova, Colleen S. McKeel, Cynthia A. Edwards
College: Meredith College   Faculty Mentor: Cynthia Edwards

1:30
(61)
The Effects of Music on the Body
Name: Kierston Brady, Courtney Eads
College: Sampson Community College   Faculty Mentor: Buffie Longmire-Avital

1:45
(75)
The influence of Parental and Self Drug Use on pain in Sickle Cell Disease Patients: Gender Differences
Name: Jessica Miller, Brianna Jones, John Sollers, Anne Shepard
College: North Carolina Central University   Faculty Mentor: Christopher Edwards

2:00   **The impact faith has on fear of death**
(69)   Name: Anna Price
        College: Erskine College   Faculty Mentor: Robert Elsner

2:15   **Emotional influence of color-priming on emotional pictorial stimuli**
(72)   Name: Caycie Hurst
        College: Erskine College   Faculty Mentor: Cynthia Edwards

2:30   **Comparing the Scales of the Myers-Briggs Personality Test to Gender**
(73)   Name: Gabrielle Coward
        College: Erskine College   Faculty Mentor: Robert Elsner

Index of First Authors

Last Name	First Name	Abstract	Session
Agbozo	Bridgette	15	Social III/Developmental
Anissmova	Viktoriya	42	Emotion/Health/
Arnold	Stephanie	58	Experimental
Avram	Daria	38	Experimental
Benson	Jessica	71	Cognition/Memory
Blanchard	Lillian	63	Developmental II
Bonanno	KellyAnn	5	Social I
Brady	Kierston	61	Emotion/Health/
Bridges	Natisha	49	Cognition/Memory
Brinson	Amanda	54	Social II
Brooks	Rickese	84	Social III/Developmental
Butler	Lainey	23	Developmental I
Campbell	Alexis	26	Clinical
Cast	Scott	28	Social II
Chenery	Aishia	6	Developmental I
Corona	Carlos	18	Social III/Developmental
Coward	Gabrielle	73	Emotion/Health/
Crowe	Jorden	46	Health Psychology
Cullen	Rachel	13	Clinical
Curia	Jenna	16	Social I
Davis	Jenna	86	Personality
Glenn	Mikayla	43	Sports Psychology
Goldsmith	Dakota Dawn	14	Social I
Green	Tori	31	Experimental
Gurbarg-Green	Skye	47	Experimental
Ham	Halley	77	Social III/Developmental
Hayes	Sarah	40	Health Psychology
Hendrix	Morgan	50	Developmental II
Hunt IV	Eugene	36	Cognition/Memory
Hurst	Caycie	72	Emotion/Health/
Jenkins	Samantha	24	Social II
Johnson	Ashley	35	Clinical
Jones	Brianna	30	Clinical
Jones	Vanessa	39	Social II
Kelley	Jane	19	Health Psychology
King	John	64	Experimental
Krause	Ashley Nicole	56	Developmental II
Kvasnicka	Allison	12	Social III/Developmental
Leasure	Alexander	65	Cognition/Memory
Lundy	Brittany	51	Personality
Matson	Cheyenne	57	Sports Psychology
McMinn	Molly	81	Developmental I

Miller	Jessica	75	Emotion/Health/
Mouanoutoua	Erica	55	Developmental II
Neal	Dina	53	Social II
Neese	Sara	11	Personality
Nuce	Brittany	59	Clinical
Packer	Elisha	66	Sports Psychology
Parks-Williams	Imani	78	Clinical
Parris	Katherine	83	Social III/Developmental
Pate	Amanda	27	Personality
Pitone	Shannon	22	Developmental I
Price	Anna	69	Emotion/Health/
Rawls	Gloria	4	Social I
Raya	Julien	70	Sports Psychology
Roberts	Alexis	60	Health Psychology
Sales	Alexis	32	Sports Psychology
Schroeder	Sydney	37	Health Psychology
Scott	Laia	62	Experimental
Scott	Nighel	52	Sports Psychology
Spence	Robert	80	Cognition/Memory
Stevenson	Amanda	76	Developmental I
Sturtevant	Darien	2	Social I
Sullivan	Grayson	67	Developmental II
Taylor	Andrew	29	Social II
Tijerina	Jaime	79	Personality
Trone	Madison	9	Developmental II
Ware	Abigail	41	Health Psychology
Watson	Shelby	44	Social I
Whitley	Laura	68	Developmental I
Youngo	Kaitlyn	45	Cognition/Memory
Zhang	Qiang	10	Personality

Presentation Abstracts

(2) Language of Empathy

Darien Sturtevant, Rio Tate, Martin Gonzales

Eastern New Mexico University

Empathy is a psychological state that has been characterized as adaptive as a social behavior (Heinrich, 2011). In some cases, we may be more or less likely to offer empathy if the target is different from us in a domain such as sexual orientation or identity. Although self-reported empathy has long been a predictor of less bias toward sexual minorities (Johnson, Brems, & Alford-Keating, 1997), experimental studies have not been completed that prime participants to be empathetic. Two experiments primed one group of participants with empathetic and one group with dry academic stimuli. Participants responded to five open-ended questions about transgender, lesbian and gay individuals. The Linguistic Inquiry and Word Count (LIWC) dictionary recognized and coded 89% of all words participants used. Seventy-five word categories were examined using LIWC. In experiment 1, which assessed attitudes toward transgender individuals, six word categories showed significant mean differences between the empathetic and academic conditions in independent samples t tests: function words, adverbs, negative emotion words, feel words, affiliation words, and time words. Means showed that participants used higher percentages of words in those word categories. In experiment 2, when attitudes toward gay and lesbian people were investigated, the same results were replicated with the exception of feel words (p>.05). People in the empathetic condition tended to relate more to the experiences of sexual minorities, which was displayed through the use of more descriptive personal narratives. They shared and seemed to understand the personal feelings and negative emotions experienced by sexual minorities.

(4) The Effect of Colorist Views on Attraction

Gloria Rawls

Charleston Southern University

Colorism can be defined as both the intraracial and interracial discrimination against a person with a darker skin tone. This phenomenon is a form of bias that is based solely on an individual's racial phenotypicality. When discussing issues between and within races, typically the terms racism and colorism are used interchangeably, but there is in fact a difference. Colorist views have been shown to affect how attractiveness is perceived all throughout the world. Which makes the problem not just a problem amongst blacks and whites, but a problem amongst all races and ethnicities. The study hypothesized that darker skinned men are more likely to be attracted to lighter skinned women and that there will be more of a skin tone preference for men than there will be for women. A total of 94 (29 male) currently enrolled undergraduate students at Charleston Southern University between the ages of 18-60 years old consented and participated in the study to determine if there is a significant relationship between an individual's skin tone and preference in skin tone and attraction. The study used the Perceived Attractiveness Scale (PAS; Elliot, 2010) to measure the perceived attractiveness of 10 pictures of both a man and woman ranging in skin tones. A t test was used to assess the scores from the PAS (Elliot, 2010). Results from the t-test indicated that both hypotheses were supported by the data in this study. The findings from this study will contribute tremendously to the huge gap in literature on the topic.

(5) What Would You Do?

KellyAnn Bonanno

Elon University

20% of college women experience unwanted sexual encounters (Lawyer et al., 2010) and a substantial amount of survivors turn to friends instead of formal resources for help (Ogletree, 1993). Given this pattern, it is important to understand how friends recommend available resources. Thus, the present study sought to better understand the factors that predict the number of sources individuals would recommend to their peers when hypothetically disclosed to about sexual assault. The sample consisted of 166 individuals who had no prior experience with resources for sexual assault. Participants, aged 18 to 22, answered an anonymous online survey regarding their beliefs about help-seeking for problems related to unwanted sexual experiences, acceptance

of stereotyped beliefs about sexual assaults, attitudes towards seeking professional help, response after being told about a hypothetical sexual assault, and awareness and perceived helpfulness of campus resources. A multiple regression analysis examined the relationship between personal beliefs and the number of resources recommended to an individual. Results showed that increased awareness and increased perceived helpfulness of resources were related to the number of resources an individual recommended to a hypothetical peer. Interestingly, the perception that seeking professional help would be acceptable for a peer was related to lower numbers of recommended resources, possibly due to targeted recommendations that the peer seek professional help. Understanding the variables that increase the number of recommendations to a peer who experienced sexual assault is a vital first step in raising the survivor's awareness of resources and hopefully optimizing the likelihood of seeking help.

(6) Parental influence and its effects on individual's decision making
> Aishia Chenery
> Charleston Southern University

Parents have many different methods when it comes to the way they influence their children. Parents can influence decisions directly, with their advice and help, or indirectly, with their actions or words. This study was conducted in order to examine the influence parents have on their children directly and indirectly through things such as their education, occupation and personal involvement. Two correlational analysis were run on a sample of 137 participants from a small Christian college in order to measure the effects, both direct and indirect, the parents could have had on the decision making of the participants. The variables being tested were parental involvement, parental education, parental occupation and the individual's decision on their occupation and education. It was hypothesized that there would be a significant correlation between parents with higher education and higher occupation and individual's decision making. It was also hypothesized that parents who are more involved would have more of an effect on individual's occupation and education decision making than those who aren't involved. Parental education was found to positively correlated with parental involvement however, parental occupation was found to be not to be correlated to parental involvement. Results and implications will be further discussed

(9) The Association Between Daily Stressors, Life Satisfaction and Anxiety in Mexican Adolescents
> Madison Trone, Summer Haynes, Holly Hooper
> University of North Carolina Wilmington

U.S. studies indicate that among adolescents, experiencing a higher number of stressful life events is often related to decreased life satisfaction (McKnight, Huebner, & Suldo, 2002) and increased anxiety (Alva, & los Reyes, 1999). To examine whether this relationship persists in understudied cultural groups, the current study explored the association between daily stressors (i.e., family economics, peer relations, school hassles), and life satisfaction and anxiety in Mexican adolescents. Data was collected in a public and private middle school and a public high school in Puebla, Mexico. Participants included 1,123 students, ages 12 to 19 years old (M = 15.06, SD = 1.47, 54% female), who completed paper surveys in their classrooms. Participants completed the Satisfaction with Life Scale, the State-Trait Anxiety Inventory for Children, and subsets of the Multicultural Events Scale for Adolescents, which measured daily stressors. Results indicated more family economic, peer and school stressors were associated with more anxiety. Our findings expand on previous research (Gilman & Huebner, 2006) which indicated social stress is associated with more anxiety. Adolescents who indicated more daily stressors also reported lower life satisfaction. This finding is consistent with two studies. One that found an association between higher reported stress of school performance and lower reported life satisfaction (Moksnes, Løhre, Lillefjell, Byrne, & Haugan, 2016) and another indicating more stressful life events are associated with lower life satisfaction (McKnight et al., 2002). The results suggest a need to reduce everyday stress in adolescents to improve life satisfaction and reduce anxiety.

(10) Music and Spirituality: The Psychological Impact of Music on Feelings of Spirituality and Connectedness

Qiang Zhang
Duke University

Music is a staple of human culture, a powerful tool that has connected individuals across space and time. Within music psychology, the emotion of "spirituality" has gotten a particular amount of attention in recent years. However, studies primarily view spirituality through a religious context and did not look at the intrinsic characteristics of music that evoked spirituality. To address these gaps, this research explores the effects of instrumental music on feelings of spirituality and connectivity in listeners. In particular, we study the features of music that elicit strong reactions of spirituality in listeners, and additionally, study how this process is mediated by individual differences in personality, gender, spirituality, psychopathy, and empathy. First, a pilot study mapped 48 instrumental clips onto characteristics based on the 3 fundamental psychological dimensions of music- intensity, valence, and depth, to locate each of the clips as a specific psychological "blueprint" point on a three-dimensional space. The subsequent laboratory study determines how spiritual responses to music relate to the dimensions of each piece, and how individual differences moderate these effects. Results found that music that had been rated as more negative in valence and as greater in depth was associated with deep emotional feelings, connection to a higher power, and feelings of sadness/wistfulness. In essence, this research contributes to an unexplored area in music psychology literature and hopefully illuminates further directions through which to study music and spirituality.

(11) How Birth Order Impacts Clifton Strength's Traits and College Major

Sara Neese
Meredith College

For generations, we have used the Big 5 Personality Assessment as the basis for measuring an individual's consistent patterns of behavior. At Meredith College however, students are given a different assessment to measure personality characteristics and in particular, strengths. The Clifton Strengths Finder Assessment maps out 34 strengths, subsumed under 4 broad categories. These categories, similar to traits, could likely be used to predict overall behavior. The Meredith College researcher is investigating the relationship between an individual's birth order among siblings as it relates to their strength expression on the Clifton Strengths Finder Assessment. Additionally, with this information, the researcher is looking to see if people with similar strengths and birth orders tend to select similar majors and minors. The researcher has hypothesized that first or earlier born individuals would score higher in areas of strategic thinking and influencing, while later born children would have higher expressions of relationship building strengths. It is hypothesized that first or earlier born siblings will tend to major/minor in more data or structure driven fields such as business, mathematics, or sciences. While later and youngest born individuals will be more apt to select fields encouraging creativity and expression. Based on the 61 responses collected thus far, a pattern is observed between oldest sibling and a top Clifton Strength category of strategic thinking and influencing and major choices such as business, accounting, political science and biology. There can be no conclusions drawn yet as there is still ongoing data collection.

(12) The Impact of a Summer Symposium Experience on Adjustment and Persistence among Diverse First-Year Students

Allison Kvasnicka
Meredith College

Colleges are seeking pre-orientation programs that create positive outcomes for first-year students. The present study provides a comparison of first-year students who attended diversity-oriented symposia prior to attending college to students who did not in their responses to the First-Year Student Success Survey (FSSS) sent out by the office of Academic Retention and Success (Fall 2017 and 2018 cohorts). It was hypothesized that students who attended symposia would have higher belongingness and lower loneliness scores.
Participants who attended the diversity symposia were identified from the larger FSSS data-sets. The brief resilience-scale (Smith et al., 2008), belongingness-scale (Asher & Weeks, 2014), loneliness-scale (Asher & Weeks, 2014), and participants' intent-to-return to college were the primary foci of analysis. While not significant, results showed that lower belongingness and higher

loneliness scores were associated with students who attended symposia; however, these same students report significantly higher intent-to-return for future semester(s). Data support the non-significant trend that symposia students have higher resilience scores. A secondary analysis comparing participants' racial identity and sexual-orientation to prior scales questioned if these trends were reflected in non-symposia minorities. Trends suggest that racial and sexual orientation minorities also have lower belongingness and higher loneliness scores; however, contrary to symposia participants, non-symposia minority students tended to have lower resiliency scores than the population as a whole. While hypotheses were not supported, data show that there may be a link between symposia and increased resilience and persistence among minority students suggesting that further exploration of such targeted intervention programs is merited.

(13) The Effect of Media Priming on Individuals with Higher Rates of Anxiety
Rachel Cullen
Methodist University
Anxiety has been shown to produce a variety of psychological conditions, and impact the overall physiological health of an individual (American Psychological Association, 2018). Yet, there is less information on how anxiety effects an individual's cognition and the role this disorder might play in malleability of compliance. As anxiety increases in trait across generations within the United States (Twenge, 2000), it is important to evaluate the potential relationship these two subjects might have. In an in-person study of undergraduate college students (n = 46), participants were randomly assigned to either a presence or absence group of a mental illness prime. They were first asked to self-report their level of anxiety through the Taylor Manifest Anxiety Scale (Taylor, 1953). Then they were exposed to identical descriptions of a violent act, in which mental illness was mentioned or not. Participants then were assessed by the Implicit Association Test on Mental Illness and Danger and asked to recall whether they remembered seeing a mention of mental illness in the article. It was hypothesized that those participants who self-reported higher levels of anxiety would be more susceptible to the news report depicting a mental illness prime and therefore show a higher level of bias on the Implicit Association Test. Results showed a strong trend ($p = 0.080$) of bias among individuals with higher rates of anxiety when exposed to the mental illness prime opposed to those who did not received the prime.

(14) Facial Profiling
Dakota Dawn Goldsmith, Hannah Grace Allison
Campbell University
Is there a connection among perceived positive and negative attributes in unaltered and altered photos of suspected criminals? Utilizing a popular beauty application "InstaBeauty" in conjunction with an analysis of current beauty trends, researchers will alter the appearance of six female arrestees in order to make them better fit common social beauty standards. The altered photos and unaltered photos will be used in a survey to measure perceived positive and negative attributes based on appearance alone. Criminal photos will be obtained through various county and state public databases located in the United States. Participants in the survey will be recruited via various social media platforms. Hypothesis 1: Altered photos of the offenders will be rated as having more positive attributes when compared with the unaltered photos. Hypothesis 2: African Americans will be perceived to be more threatening in appearance than Caucasians. Participants will indirectly benefit by helping to increase the psychological community's understanding of the role facial features play in a person's perception of how an individual may act. Our study may benefit further research and studies in regard to the criminal justice system and those involved in its processes.

(15) "Even over the rainbow, they'll still call me n*$$@#": Exploring the intersectional identities of emerging adult Black gay men

Bridgette Agbozo, Tres M. McMichael, Dr. Buffie Longmire-Avital
Elon University

Black gay men, specifically those in majority White spaces, must manage both homophobia and racism. Studies (Walker & Longmire-Avital, 2018) have used an additive framework to understand the intersection of these multiple identities. However, Bowleg (2008) challenges how the approach inadequately captures the intersectional interactions of concurrent experiences based on race, gender, and sexuality. The development of these elements of self-identity and their relation to partner-seeking behaviors still remain unclear. The primary aim of the current study was to explore how emerging adult Black gay men constructed their identity and whether or not conceptions of identity were related to perception of partner availability (PPA). The secondary aim was to assess how PPA related to experiences with intersectional discrimination. Forty-two men who self-identified as Black, gay, and between the ages of 18 – 24 (Mage = 20.6) participated in an anonymous mixed data online questionnaire titled, "Project Triple B: My Baes, Buddies, and Booty-Calls." Primary findings indicate that the majority (60%) identified as a Black gay man as opposed to a Black man who is gay (33.3%) or a gay man who is Black (6.7%). Many respondents (28.8%) highlighted the "equal weight and importance" that both their racial and sexual identities hold for them. Secondary findings highlight a relationship between experiences of discrimination and PPA, in such, those reporting greater amounts of everyday discrimination (r=.39), engaging in more frequent hypervigilance (r=.32), and perceiving the public's low regard (r=-.36) for Black gay men concurrently reported limited casual PPA.

(16) Gender Inequality and Social Normality: A Qualitative Analysis of Gender in Religious Workspaces

Jenna Curia
Meredith College

The present study examined the integration of self-concept and social identity among women within the context of religious workspaces. Previous literature on gender-role expectations and the interaction between identity and religious-workspaces indicated that women's emotional health may be affected by tensions between gender-role expectations and maintaining religious identity within religious-workspaces. These social groups form and regulate identity and then compare this standard an individual's behavior (Moody & Reed, 2017). To explore these issues, the researcher recruited (N = 12) Christian Protestant women (Presbyterian, Baptist, and non-denominational), ages of 25-50, with careers in religious-workspaces. Face-to-face interviews surrounding their religious work experience were conducted. Emergent themes from the qualitative analysis include power and economic differentials between genders and a pull between social acceptance and limitations on women's organizational positions. On several accounts, participants compared their careers in religious organizations to the characteristics of domestically abusive relationships. While reflecting on her employment, one participant explained: "It made me feel like I was trapped in a place that took advantage of me and implied that I was never good enough. It really hurt my thoughts and emotions. And then I realized, 'this seems a lot like domestic abuse." Other participants admitted feeling "forced to stay" in their job positions due to the fear of losing a supportive religious community and social group. Additionally, participants communicated that emotional safety in their religion and workplace is something to be earned, potentially damaging self-concept and religious identity. Interviews to expand and diversify the sample are ongoing.

(18) Organizational Predictors for Personal Social Media Use for Work

Carlos Corona, Stephanie Dailey
Texas State University

"On average, Twitter witnesses 6,000 tweets every second, equating to 500 million per day (Twitter Usage Statistics). More than a third of general Twitter posts have been found to be work related (van Zoonen, Verhoeven, & Vliegenthart, 2016). Whereas prior research has primarily focused on the effects of personal social media use for work, fewer scholars have sought to understand why people use social media for work. The current study aimed to identify the factors that predict personal social media use for work. Factors considered for this study included organizational identification, organizational socialization, and job satisfaction. Organizational identification refers

to employees' perceptions of connection and devotion to their organization. Organizational socialization describes workers' assimilation into their organization's culture and their job. Job satisfaction defines the overall fulfillment and wellness a person perceives regarding their employment. Our survey of 1,314 people across 9 industries found that individuals' personal social media use for work positively correlates with workers' organizational identification ($p < 0.001$), organizational socialization ($p < 0.001$), and job satisfaction ($p < 0.001$). Positive employee advocacy on social media was found most likely to come from people who enjoy the job they have and who they do it with. The relationship between personal social media use and work highlights the importance of an organization's effort to ensure that employees have good perceptions about their job. This research holds important implications for organizations who seek a clearer understanding of their employees' activities online.

(19) Effects of the Cultural Values of Familismo and Religiosity on the Use of Mental Health Services by Spanish Speakers
> Jane Kelley
> Meredith College

Familismo and religiosity play crucial roles in the lives of many members of the Hispanic community, and a better understanding of their impact on the use of mental health services is needed to provide the most culturally-appropriate therapeutic treatment to the Spanish-speaking population. This study analyzed the effects of the Hispanic cultural values of familismo (the belief that the family unit is more important than the individual and is the primary support system) and religiosity (the possession of strong religious beliefs) on the use of mental health services by native Spanish speakers. Hypotheses were that both higher levels of familismo and religiosity would correlate with less use of mental health services. Online surveys were distributed with copies in English to student/recent college graduate participants from Meredith and other schools (N=12) and in Spanish to their parents (N=3). Student/recent college graduate participants were recruited through emails and direct messages. An independent samples t-test with the independent variables "Familismo" and "Religiosity" and the dependent variable of "Use of Mental Health Services" was used to determine results. No statistical significance was found for either hypothesis; however, the mean trends show that participants with higher familismo and religiosity scores used mental health services less frequently. This indicates that these cultural values are not primary influences in determining whether members of the Hispanic community seek help from mental health professionals. However, participants' responses suggest that other factors (such as cost of therapy and language barriers) may have a more direct impact.

(22) Closeness and Conflict: Teachers' Perceptions of Teacher-Student Relationships
> Shannon Pitone, Catie Snowden, Courtney A. Hagan, Amy G. Halberstadt
> North Carolina State University

The affective bond between teacher-student relationships is known to be an important predictor for academic achievement and engagement (Hughes et al. 2008). Despite the importance of these relationships there still lacks an extensive understanding of how the quality of these relationships may vary depending on demographic factors. This study aims to assess if student race and gender play a role in how teachers perceive relationships with students in the classroom. We hypothesized that teachers will report experiencing warmer relationships with girls than boys and White students more so than Black students, as well as reversed patterns for conflictual relationships. The 4th and 5th grade teachers (N=43) from six schools in NC completed a measure of closeness and conflict for each consenting student in their classroom (Teacher-Student Conflict/Connectedness, Hughes & Kwok, 2006). Two-way ANOVAs, each with student race and gender, indicated that teachers' reported feeling warmer relationships with their female than male students, $F(1,412) = 11.17$, $p<.002$, and also more conflictual relationships with male than female students, $F(1,412) = 34.12$, $p<.001$. There were no significant main effects for race, nor interactions between race and gender. The null effects for race provided good news in this sample. For gender, however, they suggest that proactive action may be needed to bring awareness about what appears to be unconscious partiality to particular cohorts of students in the classroom to help promote an environment that is conducive to learning.

(23) Closeness, Conflict and Expectations: Evaluations of Children's' Perceptions of Student-Teacher Relationships

Lainey Butler, Shannon N. Pitone, Jackie Henry, Emily Waun, Alison N. Cooke, Courtney A. Hagan, Amy G. Halberstadt
North Carolina State University

Relationships with teachers are important for children's academic success and socio-behavioral development (Hughes et al., 2008; Sabol et al., 2012) but demographic variables may influence children's experiences. Previous literature reports greater conflict with boys than girls (Silver et al., 2005) and less teacher closeness with Black than White students (Hughes & Kwok, 2007). This evidence relies on teacher reports while the student's perceived experience is less investigated. We investigated how student race (Black, White) and gender (Female, Male) affect how the student perceives relationships with teachers in the classroom. We hypothesized that boys and Black students will report experiencing greater conflict than girls and White students, who will report more closeness within teacher-student relationships.

Participants were 412 students in 43 fourth- and fifth-grade classes in six schools in NC. Students completed a measure of closeness, expectations and conflict in their relationship with their teacher (Blankemeyer et al., 2002). Three 2-way ANOVAs were conducted to explore the effect of student race and gender on children's perceptions. P main effects of gender emerged, but no race effects or race by gender interactions. Specifically, girls reported more closeness with teachers compared to boys $F(1, 398) = 14.66$, $p < .001$; boys reported more conflict and greater negative expectations than girls, $Fs(1, 398) = 25.43$, and 6.46 $ps < .001$. The significant gender effects suggest that proactive action may be needed to bring awareness to what appears to be partiality to particular students in the classroom in order to promote a conducive learning environment.

(24) Emotional effects of social media use, depression, and fear of missing out

Samantha Jenkins, Debra Harper
Longwood University

The purpose of our study was to examine the relations between amount of social media use, emotional effects of social media use, depression, and fear of missing out. We designed a questionnaire using 11 original items measuring emotional effects of social media use (e.g., 'I usually feel lonely when I use social media'), as well as scales measuring Fear of Missing Out (FoMO; Przybylski, Murayama, DeHaan, Gladwell, 2013) and depression (DASS; Lovibond & Lovibond, 1995). Participants were recruited by posting invitations on social media accounts (Facebook, etc). Completed questionnaires were obtained from 103 respondents (mean age = 25.41, range = 18-65, 81.6% female). Correlational analyses demonstrated that amount of social media use was not significantly related to negative emotional effects of social media use, FoMO, or depression. Higher levels of social media use were significantly associated with higher levels of positive emotional effects of social media use. Depression and FoMO were positively associated with negative emotional effects of social media use, and negatively associated with positive emotional effects of social media use (all ps < .05). Levels of depression and FoMO were stronger predictors of emotional effects of social media use, compared to amount of social media use. Thus, while amount of social media use is a moderate predictor of positive emotional effects of social media use, social media users who demonstrate higher levels of depression and/or FoMO are more likely to experience negative emotional effects of social media use.

(26) Examining the Relationship between Depression and Anxiety and Related Factors in College Students

Alexis Campbell
North Carolina A&T State University

The DSM-5 states that depression disorders include ". . . the presence of sad, empty, or irritable mood, accompanied by somatic and cognitive changes that significantly affect the individual's capacity to function." The frequency of depression diagnoses has increased from 10% in the year 2000 to 20% in 2015. The DSM-5 defines anxiety as "[the] anticipation of future threat." Anxiety frequently coincides with depression. The purpose of this study was to examine relationships between depression, anxiety, and related factors in students. The participants consisted of students from NCATSU. There were 156 participants (85% female, 89% African American), with an average age of 21. Participants took a self-developed survey, consisting of questions pertaining to daily

college activities, the Beck Depression Inventory, and PHQ-4. It was expected that factors related to stress in college would be correlated with anxiety. The self-developed anxiety scale was positively correlated with the PHQ-4 anxiety scale, $r(144) = .362$, $p = .001$. There were no other significant results related to the other three hypotheses. However, exploratory analyses revealed finances were among the most stressful topics for participants, $x2(4, N = 156) = 148.68$, $p = .001$. Approximately 8% of participants self-reported severe to extreme depression, $x2(5, N = 131) = 150.27$, $p = .001$. The results show that the self-developed anxiety scale is reliable when used with the PHQ-4. Further development of this scale may be useful for intervention at this university, considering 8% of students reported severe to extreme depression.

(27) Personality and Emotions
Amanda Pate, Tyrone Graham, Natalie Kemp
University of Mount Olive
Maladaptive perfectionism is associated with higher levels of anger and hostility. Individuals ranking high in maladaptive perfectionism tend to find the worst in themselves while trying to reach higher achievements and goals (Chester, Merwin, DeWall, 2015), which suggests a potential link between conscientiousness and hostility in the face of failure. However, there has not been a study that directly tests the relationship between conscientiousness and hostility. The purpose of this study is to examine whether people who rank higher in the trait of conscientiousness experience more hostility when faced with failure than participants who rank lower. The study design is experimental and will include a convenience sample of around 60 students from the University of Mount Olive. The participants will be given the Big 5 Personality Test before the experimental manipulation. Participants will be asked to write an essay on faith. Half of the participants will be told that they failed, and the other half that they passed. The pass/fail designation will be based on random assignment, and participants will complete the Positive and Negative Affect Schedule (PANAS) to get a measure of their hostility, and a t-test will be used to compare the two means. Findings from this research may help inform how individual learners might respond differently to failure, thus giving educators another tool for better understanding their students. This research will help us understand why different personalities respond differently to failure. Results of the study may be of interest to personality psychologists and educators.

(28) Gaming friendships, real life friendships and extraversion
Scott Cast, Sean Murphy
Longwood University
Previous research indicates that people who play online social video games may develop friendships with other gamers. Further, such research also demonstrates to some degree that the offline experiences are unrelated to engaging in online games with online friends vs real life friends (Domahidi, Breuer, Kowert, Festl & Quandt, 2018). In the current study, we examined friendship qualities of online gaming and offline non-gaming friendships and their relation to extraversion (BFI; John & Srivastava, 1999). We predicted that gamers would place relatively equal value on their online and offline friendships. Friendship quality was measured using 19 original items (e.g., "I would be sad if I lost an online/offline gaming friendship"). Participants were recruited by posting invitations on social media and online social gaming groups (e.g., Reddit, Twitch). A total of 90 gamers between the ages 18-53 (average age = 22) who had online and offline friends completed the questionnaire. Results indicate that participants placed almost identical value on their online gaming and real-life friendships, and valuing online vs offline friendships was not significantly related to extraversion. There were also statistically significant positive correlations between the value placed on seeing one's online and offline friends succeed ($r = .43$, $p < .000$), as well as feeling bad if something negative happened to one's online vs offline friends ($r = .42$, $p < .000$). We suggest that the results support our main hypothesis, that online and offline friendships among social video game players are valued similarly.

(29) The Effects of Flirting on the Forgiveness of Sexual Misconduct

Andrew Taylor, Tyrone Graham
University of Mount Olive

Sexual misconduct is an ongoing problem throughout society (Seat, Trent, & Kim, 1993; Hull, Hull, and Sheplavy, 2016). This study seeks to determine what effect flirtation has on the perception of instances of groping, forgiveness, blame, and responsibility. The study will examine whether people are more willing to forgive a perpetrator of sexual misconduct (groping) when flirtation is present or absent. The study also examines the degree to which perpetrators are perceived as being responsible, and the degree to which they are blamed for engaging in acts of sexual misconduct depending on whether they were flirting with the victim or not. The degree to which victims are perceived as being responsible for and the degree to which victims are blamed for their own instances of sexual violation, depending on whether they flirted with the perpetrator or not, is also examined. Participants will be assigned to read four vignettes in one of two conditions: four vignettes involving groping when flirtation is present, or four vignettes involving grouping when flirtation is absent. Participants will be asked to rate their willingness to forgive the perpetrator, how responsible the perpetrator was for groping, how responsible the victim was for being groped, how much blame the perpetrator deserves for the groping, and how much blame the victim deserves for the groping. Participants will also be asked to complete the Religious Commitment Inventory-10 and the Community Sanctification of Forgiveness Scales. Data collection is ongoing, and will be completed during the first week of April.

(30) Depression and Suicidal Ideation in Jamaicans with Sickle Cell Disease (SCD)

Brianna Jones, John J. Sollers, PhD, Jessica Miller, B.A., Christopher L. Edwards, PhD
North Carolina Central University

Sickle Cell Disease (SCD) is a set of genetic disorders characterized by misshapen hemoglobin and a depletion in the amount of oxygen distributed throughout the body (USNLM, 2019). SCD is the most common inherited blood disorder, affecting over 80,000 individuals and increasing morbidity and mortality rates (USNLM, 2019). Previous literature suggests that African Americans with SCD report high instances of depressive symptomology (Edwards, 2005). One of the most severe manifestations of depression is suicidal ideation. To further assess this relationship, the present study examines 127 Jamaicans with SCD for suicidal ideation and depression as measured by the Beck Depression Inventory (BDI). Results of a Mann-Whitney U indicated that patients who had thoughts about suicide were more depressed than those who did not (U=.933, n= 127, p=.000). Additional research is necessary to further articulate the complex nature of mental health for Jamaicans with chronic illness.

(31) The Effects of a Kudzu Root and St. John's Wort Combination on Ethanol Intake

Tori Green, Sarah Wardlow
Randolph College

This experiment is a conceptual replication for the effects of Kudzu Root (KR) and St. John's Wort (SJW). KR is used as a herbal remedy for multiple different ailments, and SJW is being explored as a treatment for depression. These natural substances are also being researched into as treatments for alcohol addiction. Though few animal studies and even fewer human studies have been conducted with SJW and KR, they have produced results in which they have decreased voluntary alcohol intake in humans and rats. In addition, we are the first that we know of to examine the effects of a KR and SJW in combination. Fifteen Long Evans rats were given free access to water and ethanol to establish a preference for alcohol. During the treatment periods they consumed a .5g/kg dose of KR, a .5g/kg dose of SJW, or a combination of the two. We expect to replicate the decrease in ethanol intake with KR and SJW, while exploring the effects of the combination on ethanol intake. Baseline averages will be analyzed using a within groups ANOVA. The second analysis will be a 3(order) x 4 (treatment) ANOVA.

(32) The Overall Influence of Self-Esteem: Self-Esteem Influencing Student-Athletes and Non-Student-Athletes

Alexis Sales

Erskine

Self-esteem is confidence in one's own abilities. Self-esteem shapes individuals in every aspect of their life. Self-esteem is not noticed as much in individuals, but some people have a lot of pressure put on them more than others. Previous studies have found self-esteem as having a positive effect on individuals. The study examined different areas associated with developed levels of self-esteem and how individuals truly feel about themselves at a given moment. A preliminary minimum of 40-100 student-athletes and non-student-athletes participated in online questionnaires. Data processing and analysis involved the use of MANOVA and t-test. Results revealed that there is a significant difference between the before and after scores for the online questionnaires $(F(1, 38)= 14.28, p > 0.0005)$. There is a significant difference before and after scores between student-athletes and non-student-athletes $(F(1, 38)= 2.32, p > 0.1361)$. Results also found that gender and overall self-esteem were significantly different $(M=4.2, SD=24)$, $(t(38)= 0.48, p= 0. 6349)$. These findings provided addition information that individuals who responded to the questionnaires with high scores have higher self-esteem and vice versa. The self-esteem questionnaire used, and the participants targeted played a major role in implications. Finally, future studies could investigate other factors that may possibly impact of self-esteem and look at a different age group of people.

(35) Addressing Mental Health Stigma: Evaluation of an Intervention

Ashley Johnson

Longwood University

Mental illness stigma is prevalent in the general and college-age population. Because such stigma functions as a barrier to seeking treatment, there is a need to identify effective interventions to reduce mental illness stigma. Contact-based interventions which involve contact between a stigmatized group and non-stigmatized groups hold promise as a means to address this issue. The present study evaluated a contact-based intervention a contact-based intervention simulating contact with people diagnosed with a serious mental illness. This contact-based intervention involved viewing a short film created by a person with a borderline personality disorder (BPD) that presents a first-person account of the experience of BPD. A control group viewed a movie clip about BPD. Both groups were provided with educational information about mental illness and completed the Community Attitudes Toward the Mentally Ill scale before and after the intervention. It was predicted that the contact intervention would produce greater stigma reduction. A repeated measures ANOVA did not support the hypothesis $F (2, 114) = 2.48, p = .088, \eta2 =.283$. Results will be discussed in the context of developing and disseminating interventions to address mental health stigma.

(36) The Side-effects of Music on Short-term Memory

Eugene Hunt IV

Barton College

Many students like to listen to music when they study and some teachers/professors let their students listen to instrumental music in the background while taking tests, but does this hinder the students from performing at the best of their ability? A total of 22 participants both male and female were used for this experiment. The Consonant Triagram Test (CTT) by Peterson & Peterson (1959) was used for the testing part of my experiment. Participants took a baseline test of the CTT which has them remember a three-letter combination (ex. DFG) and has them count backwards by three from a random number (ex. 675). Once the participants went through a couple of seconds of counting backwards, they were then asked either to recall the original three-letter triagram or the last number they said. This process happened twice with the baseline testing occurring in silence and the second test had participants listening to music. Participants were split up into two groups randomly, one who listen to classical music and one that listened to pop music. I predicted that participants would do worse while listening to music, and that participants that listened to pop music would do worse than the group who listened to classical music.

(37) The Influence of Induced Mood on Food Preference

Sydney Schroeder

Barton College

My research question is on how mood influences a person's food preference. Typical trends in previous studies revolve around the effect food has on mood. However, few researchers specifically test for the effect mood has on food preference. This study examined whether inducing a particular mood influences a person's food preference toward healthy or unhealthy foods. Twenty-one participants took part in the study. All participants completed a 5-item demographic survey and a baseline positive and negative affect scale (PANAS) (Watson, Clark, Tellegen, & Sarason, 1988). They were randomly assigned to either a positive or negative mood-induction group. Participants silently read the vignettes while listening to classical music. Once the participants finished, the PANAS was administered once again and a food craving questionnaire (Cepeda-Benito, Gleaves, Williams, & Erath, 2000) followed. Lastly, participants rated photos of food and whether they wanted to eat that food. I predicted that participants in the negative mood group will have a stronger preference for unhealthy foods, while participants in the positive mood group will not have a strong preference to a particular type of food. I also predicted that female participants will have a stronger food preference overall, but there will be an especially stronger preference for unhealthy foods.

(38) Visual Imagery in a Physical Activity
    Daria Avram
    Barton College

The purpose of this research is to test whether visual imagery improves performance in a physical task, which is the cornhole game. Visual imagery is already widely used in some parts of the world, and in others, it is increasing popularity. This type of imagery is one meditation technique used consciously and unconsciously by athletes but also by practitioners who want to get better at a task or activity. It involves "mind's eye," (Cumming & Williams, 2014), in other words, visualizing the outcome. A total of 31 participants were tested, all students and faculty members. Recruitment was done via email and word of mouth and participants were randomly assigned to the experimental or control group. The first phase of the project involved a self-efficacy questionnaire to see the confidence on one's self to successfully manage this task. A baseline test followed to allow for comparison of the final results. Then, for the experimental group, the visual imagery session was administered, which involved a 14-minute session of listening to an audio guide on positive imagery and positive mantras related to the cornhole game. The test required participants to throw 5 times to the cornhole hole with each hand (10 total). The hypothesis was that both athletes and non-athletes will improve after the visualization task.

(39) Public Acceptance of Autonomous Vehicles: An Unanswered Question
    Vanessa Jones, Jorden Crowe, Sydney Young, Marissa Childers, Kirsty Beckett
    Morehead State University

The public is enamored with the concept of autonomous vehicles. Completely autonomous vehicles have the potential to not only reduce roadway congestion and rush hour traffic, but also to provide independent mobility for disabled people. Current automobile technology, while not completely autonomous, is pushing through the last barriers. To completely reach fruition, however, autonomous vehicles must be accepted by users. The purpose for our research was to investigate the acceptance of autonomous vehicles and other factors such as personality, demographics (including age, urban classification, and socioeconomic status (SSE), and levels of attention. Using the Self Driving Car Acceptance Scale (SCAS) survey (Nees, 2016), a Big-Five survey, a demographic survey, and the Test of Variables of Attention (TOVA), we collected data from participants across two studies. For the first study, we collected data from a sample of Morehead State University psychology students (N=18), and for the second study, we collected data from a sample of online survey takers (TURKers) through Amazon Services (N=83). Both sets of participants completed all survey instruments, except the TURKers did not complete the TOVA. For each study, we investigated the underlying factors for acceptance of automation by using a factor analysis (varimax rotation and Kaiser normalization) on the SCAS survey data responses. For both studies, similar factor loadings occurred, with common underlying factors being Trust in Automation, Cost of Autonomous Vehicles, and perceived Usefulness of Autonomous vehicles. Significant correlations between the SCAS and Big 5 for the TURKers also were identified.

(40) The College Student Stress and Coping Project
    Sarah Hayes, William Guiler, Lauren Conder, Christyn Dolbier

East Carolina University

Introduction: College students face a plethora of demands in various life domains leading to greater stress than other populations experience. Prior research documents stress has negative mental health effects, and is inconclusive regarding its relationship with academic performance. Stress and coping measures vary in stressor domains and coping strategies assessed, making it difficult to synthesize research on this topic. Additionally, stress measures do not differentiate between challenge stressors that although potentially stressful, are motivating and have associated potential gains, and hindrance stressors that are distressing and tend to interfere with potential gains.

Purpose: To comprehensively assess stress and coping in college students to enable a determination of key: 1) challenge and hindrance stressors, and 2) adaptive and maladaptive coping strategies.

Method: We will recruit students at a southeastern university enrolled in introductory psychology courses who receive course research credit for participating. Participants will be asked to complete an online survey and authorize us to access their academic record. The survey will consist of measures of: 1) stress and coping capturing the full range of stressors and coping strategies; and 2) depressive and anxiety symptoms.

Expected Results: We will determine key challenge stressors (negatively relate to symptoms, positively relate to academic performance); and hindrance stressors (positively relate to symptoms, negatively relate to academic performance). We will determine key adaptive coping strategies (negatively relate to symptoms, positively relate to academic performance); and maladaptive strategies (positively relate to symptoms, negatively relate to academic performance). This presentation will report on project progress.

(41) Examining the Efficacy of Mindfulness and Exercise Interventions During Pregnancy to Affect Perinatal Psychological Symptomology

Abigail Ware, Lauren Conder, M.A., & Christyn Dolbier, Ph.D.
East Carolina University

Introduction: The physical and emotional changes that women experience during pregnancy can result in symptoms of stress, depression, and anxiety. Prior research indicates prenatal mindfulness-based interventions and physical exercise can be effective in reducing and/or preventing perinatal (pregnancy and postpartum) psychological symptoms. However, researchers have yet to compare their effects.

Purpose: To compare the effects of prenatal mindfulness and exercise interventions on maternal psychological symptoms during pregnancy and postpartum.

Method: This study is part of a larger study examining the effects of prenatal exercise on fetal/ infant physical health and development. Healthy women with singleton pregnancies are recruited from obstetric clinics between 13-16 weeks gestation. Participants are randomly assigned to one of four groups: aerobic exercise, resistance exercise, aerobic and resistance combined, or mindfulness training. Participants engage in their groups three 60-minute sessions a week until delivery. Participants complete an online survey at enrollment (16 weeks gestation, pre-intervention), after 20 weeks of intervention (36 weeks gestation, post-intervention), and at 1-month postpartum (follow-up). The survey consists of psychometrically sound measures of depression, anxiety, stress, and pregnancy- and postpartum-specific distress.

Expected Results: Based on prior research, we hypothesize mindfulness participants will experience greater decreases in anxiety symptoms pre- to post-intervention and will have lower anxiety 1-month postpartum compared to exercise participants. Based on prior research (or a lack thereof), no specific hypotheses are proposed regarding group differences in depression, stress, and perinatal-specific distress; we will explore group differences in these outcomes. This presentation will report on study progress.

(42) Comparison of the Constructs of Grit and Resilience in Student Populations
    Viktoriya Anissimova, Colleen S. McKeel, Cynthia A. Edwards
    Meredith College
The present study from the Meredith Emerging Adulthood Longitudinal Studies (MEALS) Laboratory aims to determine if grit, 'the perseverance and passion for long term goals,' and resilience, 'the ability to bounce back or recover from stress [or adversity]' are similar or overlapping constructs. In Study 1, the Brief Resilience Scale (Smith et al., 2008) and the 12-Item Grit Scale (Duckworth & Quinn, 2009) were distributed to high school students (N = 46) attending a residential program for talented high school students in the summer of 2018. The Brief Resilience Scale was distributed a total of four times during the five-week program, and the 12-Item Grit Scale was distributed only during the fourth-time point (T4). The Brief Resilience Scale, consisting of eight items, was found to be highly reliable over the four time points with a Cronbach's Alpha of .955. Inter-class correlations were conducted at T4 between the 12-Item Grit Scale and the Brief Resilience Scale, and no significant correlation was found (r = -.186). Study 2 consisted of a replication study with psychology Research Methods students (N = 27) over two time points. No significant correlation was found between grit and resilience scores at time one (r = -.283) or time two (r = -.115). Given the negative, nonsignificant correlation between the 12-Item Grit Scale and the Brief Resilience Scale, further research is needed to elucidate the relationship between the constructs of grit and resilience.

(43) Faith, Stress, and Purpose in College Students
    Mikayla Green
    Erskine College
Faith, purpose in life, and stress levels are all important factors in a college student's life. One in five college students will struggle with anxiety or depression during their time at college. By looking at different aspects of a student's life it can be seen what plays a major role in their stability during college. Important aspects include: faith level, purpose of life and stress on college students and how these factors interact with one another. After being presented with motivational stimuli a person's purpose in life should be increased. It was anticipated that women would have a higher spirituality than men, men would have a lower stress level, students who have been in college longer would have a higher purpose in life, and students with less stress levels should have a higher purpose in life. One hundred college students at a South Eastern liberal arts Christian college completed an online survey. Preliminary data on 51 participants showed purpose in life increased with motivational stimuli, $F(1,48)=9.08$, $P<.0041$. Although other hypotheses did not yield any significant results with preliminary data. There is importance in these findings so there is more knowledge on how to increase a college students purpose in life, to see more college students getting the most out of their college experience.

(44) Social Media and Body Image
    Shelby Watson
    Longwood University
The purpose of this study was to investigate the relations between amount of time spent on social media and female's body image, and how they compare themselves to other people. Tiggemann et al. (2018) found that showing females images of "thin-ideal" women led to an increase in body and facial dissatisfaction. Fardouly, Willburger and Vartanian (2017) found that the amount of time females used Instagram was related to higher levels of self-objectification and comparison to celebrities. A questionnaire consisting of 27 open-ended and Likert scale questions was designed to evaluate time spent on social media and participants' body perceptions. The Measure of Body Apperception (MBA) was used, which assesses investment in appearance and investment in body integrity. Participants were recruited through Facebook, Instagram, and Twitter by posting the link to the online Survey Monkey questionnaire. A total of 109 participants completed the questionnaire. Hours per day spent on social media was negatively correlated with body image (r = -.32, p < .01), and positively correlated with feeling jealous of other's looks (r = .22, p < .05), wanting to change the way you look after viewing a popular Instagram account (r = .30, p < .01) and wanting to change the way you look after viewing friends accounts (r = .25, p < .01). Results show that the more hours per day a female spends on social media, the more negative her body image is, which supports the hypothesis.

(45) The Effects Music Has on Completing a Word Search
Kaitlyn Youngo
Barton College

Is music beneficial in the completion of a task? For instance, if an individual is having trouble completing assignments, or other activities with or without music this can be used as an opportunity to see whether or not music is a useful tool in everyday activities. My research had a total of 21 participants. The design of this experiment included three different background noises classical music, pop music, no music while completing word searches. Each musical component lasted approximately five minutes and the participants were to find as many words as they could out of forty terms. This will show whether certain background noises affected an individual's ability to complete a task. Participants answered a post-survey that asked them questions regarding the word search difficulty and whether they had heard the musical pieces before. I am focusing on whether the music in the background had an impact on the completion of the word searches.

(46) FDA Regulations and Consumer Input
Jorden Crowe, Vanessa Jones, Sydney Young, Marissa Childers, Kirsty Beckett
Morehead State University

Prior research reported that consumers obtain more information from over the counter medicine packaging when name and dosage were in the upper right-hand corner of the package. However, this application was recommended without any input from consumers. This inspired us to ask what information consumers find most important when buying over-the-counter medication. To answer this question, each participant was given a large blank rectangle representing a blank medication label with a smaller blank rectangle close to the upper right corner of the larger label. Below the large label were 18 descriptor items that might be found on over-the-counter labels. Participants (N=57) were asked to place items on the label if they believed that the item was important and in the highlighted box if the item was most important. Frequency of placement was analyzed. The most frequently listed item was purpose for the drug followed closely by drug name and dosage. In the small box, the most frequently listed items were drug name, dosage, and the purpose for the drug. This finding corroborates the decision noted earlier. Most medication labels have the drug's purpose noted, but our results make a case for why it should be highlighted alongside dosage and drug name. In subsequent experiments, we will place the most commonly listed items in a highlighted portion of a packaging label and test the knowledge that participants obtain from the packages, as well as assessing brand-name and generic labelling trend effects.

(47) Are labs good lab dogs? An analysis of the effect of dogs on the human stress response
Skye Gurbarg-Green, Kirsten L. Arthur, Sarah P. Willilams
Randolph College

Studies have indicated success with using dogs as a buffer between humans and the stressors they face. Previous research has found that interacting with an animal, even for a short period of time, results in lowered anxiety (Barker & Dawson, 1998; Shiloh, Sorek, & Terkel, 2003). Furthermore, incorporating dogs into a stressful atmosphere can help decrease anxiety and stress responses (Allen et al., 1991; Beetz et al., 2011). We tested whether the presence of a dog reduced anxiety during a stress task. After screening participants for fears or allergies to animals, they completed the State-Trait Anxiety Inventory (STAI). Participants (n =27) then came into the lab to complete an adapted version of the Trier Social Stress Test. Participants were given 10 minutes to prepare a speech on a controversial issue; they were told it would be video recorded and scored by a professor. At the 5-minute mark, in the experimental condition, a dog was brought in to sit with participants. After the task, participants were administered the State Inventory portion of the STAI and the Pet Attachment Scale (PAS). To test the manipulation, participants were asked to rate how stressful the experience was and to note if the dog decreased their stress. A 2 (dog/no dog) x 2 (pre-post state anxiety) mixed ANOVA will be conducted to determine if the presence of the dog decreased the anxiety experienced by the participants during the stress task. The PAS and trait anxiety will be used as covariates.

(49) False Memories through Visual and Audio Presentation Using the DRM Paradigm
Natisha Bridges
Barton College

False memories are a psychological phenomenon where a person recalls something that did not happen. This study uses the Deese-Roediger-McDermott (DRM) paradigm to see if participants will mistakenly remember a critical lure related to the words on each list. With the DRM paradigm researchers display lists of words to participants in visual or audio format. For example, a word list with the words: Bed, Dream, Nightmare, Awake, Darkness, Nighttime, etc. might lure participants to mistakenly remember the word Sleep (Jou, & Flores, 2013). With my research project, I decided to set up both visual and audio forms of word-lists, each of the word lists consisted of ten words. After each word list, participants completed a distracter task of math problems. Then they had to recall and recognize the words. In all I ended up with sixteen participants. I predict that participants who have visual presentation will remember more words then those who have audio presentations.

(50) The Relationship Between Attachment Dimensions and Overall Relationship Depth of College Students

Morgan Hendrix, Colleen McKeel, Dr. Cynthia Edwards
Meredith College

Overall depth of relationship and attachment function were measured among first-semester female college students (N = 185). Attachment figures included two collegiate friends and romantic partners. Dimensions of attachment were measured using an attachment function scale based on the work of Hazan & Shaver (1994) and Fraley & Davis (1997). Survey items measured the perceived strength of attachment within two collegiate friendships and a romantic relationship (if applicable) on a 7-point Likert scale, ranging from one (not at all true) to seven (very true). A multiple linear regression with backward elimination was calculated to predict overall depth of relationship with College Friend 1, College Friend 2 and a Romantic Partner. The present study seeks to examine the ways in which attachment components influence perceived depth of relationship among friends and romantic partners in young adulthood. The hypothesis of the present study was that questions regarding having things in common with and the ability to confide in the attachment figure would be the strongest predictors of overall depth of relationship scores. Results show having things in common with and enjoying staying-in with the attachment-figure are predictive of relational-depth. Questions regarding shared commonalities (ThingsInCommon), and enjoying staying in together (StayIn) were most consistently weighted in predicting overall depth of relationship scores. Results will be discussed in the context of the application of attachment theory to the development of social support during the early college transition.

(51) Self-presentation in Online Dating vs. Job Profiles

Brittany Lundy, Kaila Washington, Kelsey Comer
Randolph College

Self-presentation occurs when individuals present themselves to shape how others view them. When designing social media profiles, individuals create a desired impression of themselves for others to judge. Self-presentation has been studied in online dating profiles, but not in work-related profiles, such as LinkedIn. The purpose of our study was to assess the extent to which people self-present in online profiles for themselves and a friend, and to see if there is a difference between dating and job profiles. Forty undergraduate friend pairs were recruited to participate. They completed the Big Five personality assessment for themselves and their friend (Costa & McCrae, 1992), and were assigned to a condition (dating or job) and asked to choose personality descriptors (for self and friend) to include in a fake online profile. The descriptors included 12 personality traits for each dimension (6 positive and 6 negative). Participants chose 6 of the 12 for each trait that they would include in a profile, and a score was calculated and assessed for a positive or negative skew. We will examine correlations between self and other personality ratings on the Big Five, and correlations between personality scales and descriptors chosen. A 2 (dating/job) x 2(self/other) mixed ANOVA will be used for descriptor scores to examine differences in self-presentation between dating and job profiles. We expect significant correlations between personality ratings (self and friend), and between personality scales and descriptor words. We also expect a positive skew in scores for the mixed ANOVA.

(52) Confidence in Hand Dominance

Nighel Scott
Barton College

My research question is: Does being an athlete or a non-athlete effect confidence when using your dominant or non-dominant hand? My study consisted of 20 athletes and 10 non-athletes that were recruited via e-mail or by reaching out in person to get them to participate. Participants were given two surveys to help measure participants self-efficacy and physical ability before they began the study. They then stood 15ft from a corn hole board and tossed the beanbags ten times—five times using their dominant hand and five times using their non-dominant hand. We measured how close they threw the bean bags to the hole. After they completed the throws, they answered feedback questions that helped access their confidence. I expect the non-athletes results from their survey to show low confidence scores and their results from their throws to show that they were relatively close to making it in. I think the athletes survey results will show that they are extremely confident and the results from their throws are going to show that they were relatively close to making it in.

(53) Who's Hot and Who's Not?
> Dinah Neal
> Barton College

Figuring out why a face can be attractive or not attractive has been a fascination among researchers for years. Some studies have suggested that facial symmetry is attractive and other studies have suggested that facial symmetry does not play a role in determining attractiveness. The current study looks at whether people rated symmetrical faces as more attractive than asymmetrical ones.

Thirty-one college students (15 males and 16 females) were asked to view a PowerPoint slide that contained 50 faces total, with 25 faces being symmetrical and 25 faces being the original (asymmetrical) faces. It was then up to the participant to rate each face shown on the monitor on a Likert scale from 1-10, with 1 being labeled "Not Hot" and 10 being labeled "Hot." The participant only had 5.75 seconds to view each face on the monitor to promote a quick response. The rating scale was used to identify their preference on the faces shown to them. The study took no longer than 10 minutes for the participant to complete. I predict that the participants will find the symmetrical faces more attractive than the original (asymmetrical) face.

(54) Gender, Offense Status, and Stigma Related to Pedophilia
> Amanda Brinson
> University of Mount Olive

Previous research has examined the perceptions of pedophilia and the stigmatization of pedophilic individuals. These studies show evidence that pedophilic individuals are stigmatized regardless of whether they have committed a sexual offense against a child or not. However, there is a knowledge gap regarding the role that gender may play in the stigmatization of pedophilic individuals, since previous research focused mainly on convicted sex offenders who are predominately male (Fedoroff, Fishell, & Fedoroff, 1999). The present study will take a convenience sample of 180 participants to examine the level of stigma participants have towards pedophilic individuals regarding gender and offense status. Participants will be given Imhoff's (2014) scale and will be asked to read one of four vignettes. Both the scale and the vignettes will be counterbalanced across participants. Participants will then be asked questions inspired by Jahnke, Imhoff, & Hoyer (2015) to measure the social distance that participants would have with the pedophilic individual in the vignette. The study is quasi-experimental using a 2 (pedophile gender: male vs. female) X 2 (behavior: offending vs. non-offending) X 2 (participant stigma: high vs. low) design to measure participants' perceptions of offending and non-offending male and female pedophiles. Our hypotheses will be analyzed using an analysis of variance (ANOVA). Data collection is not yet completed but will be finished during the first week of April.

(55) The Effects of Parentification on Mental Health, Grit, and Achievement Motivation
Erica Mouanoutoua, Ray Taylor, Brittney Black
University of Mount Olive
Parentification is the reversal of the parent and child roles. A child who experiences parentification may be tasked with taking on the responsibilities that are often assigned to the parent. Most of the previous research on parentification has found there to be negative outcomes related to self-perceptions and social relationships. However, there is very little research that studies the effect that parentification has on mental health and grit (perseverance and motivation for long term goals). We believe individuals who experienced higher levels of parentification in childhood will have higher levels of anxiety, depression, grit, and achievement motivation in adulthood. The current study will utilize five surveys to analyze parentification and its effect on mental health, grit, and achievement motivation. These surveys include Hooper and Wallace's Modified Parentification Questionnaire, the short form of the Beck Depression Inventory (BDI-SF), Beck Anxiety Inventory (BAI), Duckworth's Short Grit Scale (GRIT-S), the short form of the Ray-Lynn Achievement Motivation (AO) scale. A convenience sample of 395 participants will be collected for this experiment. The packet will be administered to several colleges in different classes on paper and provided on the online platforms, Surveygizmo and Reddit, through an online format. Once the data is collected, a linear regression analysis will be used to retrieve results from this study. Results from this research have not yet been concluded because researchers are currently collecting data. This research will provide a basis to expand future studies on parentification.

(56) Sense of Place Dimensions
Allison Nicole Krause, Joshua Thomas Smith
Francis Marion University
Sense of place refers to cognitions surrounding people's impressions, memories, and emotions that are distinctive of meaningful locales. Aspects of sense of place include region, size, architectural, or natural features (Ujang & Zakariya, 2015). Less research has been conducted in relation to places that are strongly identified with a certain ethos, such as the rural South. We gathered both quantitative and qualitative data on sense of place and behavior to students in the Introductory Psychology Laboratory at Francis Marion University (n = 133). We hypothesized that people who felt that "Southern meaning" was social, would be more rooted to the South, versus those who volunteered a cultural value or negative association. Using a crosstabs analysis, we found significant differences in feeling of rootedness to the South, depending upon past living experiences. In keeping with numerous findings in the area of social cognition, where social connectedness is associated with generally positive outcomes (Wildschut, Sedikides, Routledge, Arndt, & Filippo, 2010), we found that those whose primary meaning in the South was "social relationships" felt more rooted than those who espoused that their sense of meaning consisted of more stereotypical "cultural values" (e.g., "a simple life" or "a slow pace"). In a validation check of the findings, people who reported feeling negative about the South were not higher on negative emotion on the Positive and Negative Affect Scales, indicating that our findings were not simply the result of respondents' characteristic emotional styles.

(57) Effects of the PERMA Model Coaching Framework on Athletes
Cheyenne Matson
Erskine College
Positive psychology along with coaching psychology is a growing topic, or solution, in the realm of sports. Positively affecting an athlete should be a major goal in all coaches or those who may be in a position of authority towards an athlete. Limited research has been done utilizing a positive psychology coaching framework in a practice. This experiment focused on the effects of a coaching framework modeled after the PERMA model of well-being's five domains: Positive Emotions, Engagement, Relationship, Meaning, and Accomplishment (Seligman, 2011). The participants of this study include several athletic teams from a small liberal arts college. Participants took the PERMA Profiler before and after a positive psychology framework practice. A significant difference between the results of the PERMA profiler before and after the practice is expected as well as a significant difference based on gender of the participant. The preliminary results indicate no significant difference between the two PERMA Profiler tests (F (1,18) = 0.28, p<0.6018), as well as the

difference between the two tests and the gender of the participant (F (1,18) = 0.00, p<0.9915). This research is necessary to lessen the gap between positive psychology in sports.

(58) The Effects of Coloring Medium on Mood
    Stephanie Arnold
    William Peace University

In recent years adult coloring books have become a rather popular trend, where many advertise coloring as a tool for promoting well-being (Eaton & Tieber, 2017). Although previous research is limited, a wide array of benefits has been associated with coloring including improved mood, reduced anxiety or stress, and increased mindfulness (Eaton & Tieber, 2017; Mantzio & Giannou, 2018). Specifically, Eaton and Tieber (2017) found that both anxiety and negative mood were significantly lowered by a coloring activity. Further, Van Der Vennet and Serice (2012) demonstrated that the type of image being colored may also effect mood. The current study aims to identify the effects that coloring mediums have on mood. Participants were randomly assigned to one of three conditions which included coloring a predrawn mandala design with colored pencils, coloring a predrawn mandala design with watercolor paints, and completing a word search. Participants completed a PANAS mood inventory both before and after partaking in the assigned activity. It was hypothesized that participants who engaged in the coloring activity with watercolor paints or colored pencils will report the greatest improvement in positive mood, and greatest reduction in negative mood compared to those who alternatively completed a word search. Data collection is ongoing, but the analysis will shed light on the influence of coloring mediums on mood. Results of this study may provide new strategies for mood improvement and stress relief.

(59) Personality and Addictive Behaviors
    Brittany Nuce
    Erskine College

The relationship between personality factors from the Big Five Personality Inventory and addiction has been assessed in previous research, but little has been determined. Background research is complex because it is tough to define exactly what causes an addiction. Addiction, as well as addictive behaviors, are developed for various reasons including past experiences, external factors, personality, and more. The current study hypothesized that someone who scores high in openness, extraversion, agreeableness and neuroticism on the Big Five Inventory will possess more addictive behaviors than someone who scores lower in those categories. With one hundred and four participants accounted for thus far, results found did not support the hypothesis. Contentiousness was the only personality trait that held significance that was reported as F(2, 101) = 4.16, P< .0184. The significance of this study relates to prevention. If more research can be applied to the area of addiction and personality, then more can be done to prevent addictive behaviors.

(60) Mothering Through Discrimination: Exploring How Black Mothers Both Cope with and Socialize the Coping Responses of Their Daughters to Discrimination Stress
    Alexis Roberts
    Elon University

For African American women, chronic and acute stressors associated with sexism and racism are linked to the women's mental and physical health outcomes (Perry, Harp, Oser, 2013). In the stress and coping literature (Dijakstra and Homan, 2016), there is a lack of empirical focus on Black women and how their sociocultural environment is a significant contributor to their experience and expression of stress. This current study aims to understand the psychosocial experience of mothering while Black and the implication of mothering through discrimination on well-being and health as well as the socialized messages mothers give to their daughters regarding discrimination. Forty-Nine Black, African American women with daughters between the ages of 13-24 participated in an online mixed data survey with both Likert scale and open-ended questions. Participants were recruited through online social networking platforms. Using a grounded theory approach with iterative coding we found that many of the women reported their own stress as minority women in the United States originating from the stress of enduring discrimination and managing a household as both the provider and homemaker. Bivariate analyses revealed that many of the mothers reporting greater attendance to religious services concurrently reported lower perceived stress (r = -0 .36) conversely, those who reported lower religiosity reported greater perceived stress (r = 0.42), internalization (r = -0.32) and detachment (r = -0. 39). These findings suggest that these Black

mothers are actively attempting to balance the social role stress of mothering while simultaneously balancing chronic racial-gendered racism through religious faith.

(61) The Effects of Music on the Body
> Kierston Brady, Courtney Eads
> Sampson Community College

How does music affect the body physiologically and physically? My research partner and I will conduct an experiment with college and high school students by having them listen to different genres of music by several different artists and then measuring their vital signs before and after each song they listen to. After measuring the student's vital signs, they will then be asked a series of questions relating to how they felt while listening to each genre and if they feel any different afterwards or stayed the same etc. We will then take each student's answer, analyze them, then put them into a chart form of different ages and sex and input the results. The results will be reported to student services for consideration in playing in the student studying center.

(62) Using an eye-tracker to study test takers' confidence judgments and answer-changing behaviors
> Laia Scott, Taylor Morgan, Toni Frattini
> Longwood University

People who have higher levels of confidence in content knowledge tend to earn higher scores on tests compared to people who have lower levels of confidence (Stylianou-Georgiou & Papanastasiou, 2017). Participants completed a test on the contents of research methods and rated their confidence judgments about their answer choices. We assigned participants to one of three different confidence judgment groups (no confidence, immediate confidence, and delayed confidence). The no confidence group was the control and made no confidence judgments following the test. The immediate confidence group, participants rated their confidence on their answer after each question. The delayed confidence group, participants rated their confidence on their answers following the entire test. After completing the test and making confidence judgments, participants were able to go through the test again to change any answers. We used an eye-tracker to monitor the participants eye movements as they completed the test. For this ongoing study, we hypothesize that the participants who rate their confidence level about their answer after each question will change the most answers at the end of the test. We also think that people who make lower confidence ratings will spend more time looking at each possible answer. Lastly, we predict that people who change an answer will have spent more time looking at each possible answer for that question. This novel research combines the use of an eye-tracker to measure metacognitive skills and should facilitate research related to examining college students' test-taking behaviors.

(63) The Effects of LEAF: A mixed methods exploratory evaluation of a post-adoption group intervention
> Lillian Blanchard
> Duke University

US adoptions are trending increasingly towards the domestic adoption of older children from the foster care system (Children's Bureau). Children in foster care experience trauma at double the rate of children in the general population (Salazar et al., 2013). Trauma exposure can lead to higher rates of emotional and behavioral problems in children, as well as attachment issues with caregivers.
The Learning and Empowerment for Adoptive Children (LEAF) program is a post-adoption psychoeducation group for adoptive parents and children aged 8 and older. The parent component teaches emotion coaching skills and provides psychoeducation about the losses, gains, and trauma associated with adoption. The child component helps children detail their adoption story and process the losses and gains they have experienced through adoption.
This study was a mixed methods exploratory evaluation of the effects of the LEAF program on parent-child relationships and overall parent-child wellbeing related to adoption. A Likert-scale measure assessed outcomes for adoptive parents and children across 14 subscales. A parent focus group assessed program satisfaction and changes in parenting and child behavior.
Seven of the 14 subscales showed statistically significant improvement on paired t-tests: parent comfort level, adoption open communication, child coping skills, affect related to adoption, child connection to other adoptive children, parent child relationship, and parent empathy. The major

thematic elements that emerged from grounded theory analysis of qualitative data were: importance of parent and child environments, positive change in child behavior, and increase in parental knowledge and awareness. Implications for program expansion will be discussed.

(64) Art and Music as a Means for Coping with Anxiety
  John King
  Erskine College

Over forty million Americans deal with anxiety on a yearly basis. Music and art are often used as coping mechanisms to help deal with stress and anxiety. Previous research found that art and music can help reduce stress and certain addictive behaviors in humans. Music should reduce an individual's anxiety more than art. Participants from a small liberal arts Christian college were randomly assigned to the two conditions being art and music therapy. For the actual procedure, participants completed the State Trait Anxiety Inventory before completing a Stressor effect with a stressful sound in the background. The State Anxiety Inventory was repeated after completion of either an art or music therapy program. Preliminary results indicate a difference between the scores of the State Anxiety Inventory before and after the therapy session ($F(2, 51)= 5.30$, $p<.0081$). However, there was no significant difference in the state anxiety scores between art and music therapy. This shows that art and music therapy both helped calm the participants down combined than separately.

(65) Single Issue Voting in the American Southeast
  Alexander Leasure
  Erskine College

Throughout the history of democratic republican governments, the concept of voting has played a crucial role in allowing individuals the ability to express their viewpoints through others. Now, looking back on the aftermath of the 2016 presidential election, it is suggested that the concept of 'single-issue voting' should re-emerge as an aspect of research in the area of voting behavior. Single issue candidates should receive more support among partisan voters and individuals expressing different 'most important' issues. A dynamic online experiment was conducted using Survey Monkey to reach eligible voters living in the Southeastern United States. Asking participants to indicate the policies they supported and disagreed with most, as well as, additional policies from lists of current and prominent political issues. Participants were then directed to read a series of candidate vignettes, which used answer piping logic and individual's previous responses to create candidates to assess their status as a single-issue voter. Preliminary results suggest that there is a significant difference between an individual's party affiliation and their support for single-issue candidates ($c2$ $(2, N = 222) = 18.1789$, $p < .0001$) and a significant difference between an individual's most important issue choice and their support for single-issue candidates ($c2$ $(7, N = 222) = 46.9976$, $p < .0001$). These findings shed light into the mind of the single-issue voter, demonstrating a relationship between partisan affiliation and primary issue choice in single-issue based decision making.

(66) Sports Confidence in Both Athletes and Non-Athletes
  Elisha Packer
  Barton College

My research question is whether there is a relationship between an athlete's confidence and the confidence of non-athletes. I am also looking to see if individuals who are not athletes but consider themselves to be sports' fans will display any sort of confidence as well. My study used Vealey's Sports Confidence Inventory (Fogarty, Perera, Furst, & Thomas, 2016) to determine confidence levels in hectic and calm playing environments. My experiment focused on the overall confidence of all individuals rather than just athletes or a specific athletic team. The data for this experiment was obtained using an online survey that included the following: informed consent, a demographic section, and four different sports scenarios that were each followed by a questionnaire that was composed of questions similar to those found in Vealey's Sports Confidence Inventory. The scenarios focused on both hectic and calm playing environment of both real-life basketball and volleyball games. I had a total of fifty-three participants. My hypothesis for this experiment is that the athletes will have higher reports of a higher confidence level than found in the non-athletes.

(67) Conflict history influences expectations in dating relationships more than attachment styles

Grayson Sullivan
Erskine College

With the prevalence of divorce in society, romantic relationships have become a popular topic of research. Previous research has been conducted in hopes of informing individuals and improving romantic relationships. To advance the growing knowledge of romantic relationships, the relationship between attachment styles, conflict history, and conflict expectations within the context of dating relationships was explored. Conflict expectations should change with the conflict history (positive, negative, neutral) participants were presented with. Further, attachment styles of individuals should play a significant role in determining how individuals would respond to the conflict history within each group. An online experiment was conducted in which young adult undergraduate students (n = 86) were assessed for attachment styles. Participants then read a scenario detailing a romantic relationship and indicated how they would respond in the situation. Participants were divided into three groups, each group being given background information on the conflict history of the relationship (positive, negative, neutral) and tested again on how they would respond in the situation presented, now having new knowledge of the dynamics of the relationships. Preliminary analysis suggests that there is a significant difference in responses based on the background information received (F (2,77) = 21.54, p < .0001); however, there is no significant difference in responses within each group based on attachment styles. Further edifying previous research, these findings demonstrate the significant impact management of conflict can have on romantic relationships.

(68) Effects of a Movement Intervention on Motor Skills in Children with Autism
Laura Whitley
Meredith College

Dancing has been shown to improve motor development in children (Cosma, Dragomir, Dumitru, Lica, and Ghetu, 2016). The purpose of the present study is to examine the effects of a modified dance, pilates, and yoga program on motor skills in children with autism. The sample consisted of (N= 4) children, both male and female, ages 3-5, recruited from the Meredith Autism Program. The intervention is lasting four weeks, consisting of two sessions per week, each lasting 10 minutes per session. During each session, the researcher will have the participant follow exercises such as squats, planks, jump on a trampoline, hop on one foot, balance on one foot, v-sit, arm circles backward, arm circles forward, downward dog, and squeeze a stress ball for each hand. The researcher hypothesizes that independence in walking on the balance beam and climbing the rock wall will increase, distance thrown will increase, and percentage caught will increase. The researcher took baseline data on independence walking on a balance beam and climbing a rock wall, distance thrown when throwing a ball, and percentage caught when catching a ball out of five tries. At this time, data collection is ongoing, but baseline has shown that three of the four participants needed full assistance walking on the balance beam and climbing on the rock wall, participants didn't catch any balls, and the mean distance thrown was three feet. When all data have been collected, the researcher hopes to find significance in independence, distance thrown, and percentage caught.

(69) The impact faith has on fear or death
Anna Price
Erskine College

In the 1973 Bruskins Fear study, death was listed among the top fears that people have. One major way that individuals deal with fear is by seeking comforting or reassuring thoughts. This study investigates how faith impacts fear of death. Participants were asked to select their ages and divided up into preselected groups and asked to fill out two surveys, the Santa Clara Scale of Religion, and a Likert based fear analysis survey. The fears listed on the fear analysis survey were taken from the list of fears used in the survey in the 1973 R. H. Bruskin Associate's American Fears study. The participants were asked to rate multiple fears, but focused primarily on death. Preliminary results (N=66) showed no significant difference between age and score on the Santa Clara Scale of Religion, nor was there a significant difference between age and overall fear of death. Finally, there was also no significant difference between faith score and fear of death. More research needs to be done behind what causes people to have fears, so that we can help them be eradicated.

(70) The Dunning-Kruger Effect Influences Competitive Golfers Putting
     Julien Raya
     Erskine College

Having accurate perception of our own skills and intellectual capacities is extremely important in various situations in life. The Dunning-Kruger Effect (DKE) states that individuals are inaccurate at evaluating themselves, with less competent individuals overestimating their ability, whereas more competent individuals tend to underestimate their ability. DKE's influence on sport, such as in competitive golf putting, was examined using the Golf Self-Efficacy Scale and the Sport Anxiety Scale. Putting performance were measured by completing a putting task with standardized golf balls and putters while aiming at a target (Putt-a-Round device) on AstroTurf from distances ranging from one to three meters, scoring was based on accuracy. Both non-competitive condition and competitive conditions were used. Preliminary results show that there was no significant difference in sport trait anxiety between the non-competitive and competitive condition ($t(31)=3.022$, $p<.1626$). On average participants perceived their putting abilities being in the 65th percentile. When spilt into quartiles based on absolute ability, participant in the bottom quartile had significantly higher self-efficacy than ability ($t(9)=3.13$, $p<.0141$), and participants in the top quartile also had significantly higher self-efficacy than ability ($t(4)=2.85$, $p<.0464$). The competition condition was unsuccessful at significantly elevating levels of sport trait anxiety and the DKE was supported for the least competent individuals but not for the most competent ones. The present findings could help golfers to have a better appreciation of their absolute abilities which could benefit their training program and ultimately improve their performance.

(71) The Effect of Test Delivery Format and Encoding Specificity on Reading Comprehension
     Jessica Benson
     Meredith College

Encoding-specificity refers to the relationship between how people store information and then accurately recall it. Tulvig and Thomson (1973) demonstrated how only information that has been stored can be retrieved and retrieval depends on the way the information was stored. The effect of encoding-specificity and test delivery format on reading comprehension was studied in female undergraduates from two Psychology Research Methods courses (N = 31). It was hypothesized that encoding through paper would result in higher scores than encoding electronically. A demographic survey included preferred note-taking and textbook format (paper or electronic) Likert scales. Both classes were given identical reading comprehension tests, but in different encoding-testing combinations. Combinations included paper-paper, paper-electronic, electronic-electronic, and electronic-paper. The mean test score for encoding on paper was 2.53 (SD = 0.24) and the test scores for encoding electronically was 1.77 (SD = 0.24). The mean test score for encoding on paper was significantly higher than the mean test score of the test delivered electronically, $F(1,31) = 5.17$, $p<0.05$. While there was no significant difference between testing on paper versus electronically; paper testing had a higher mean score (M = 2.39, SD = 0.25) compared to the electronic mean score (M = 1.91, SD = 0.22). Significance was not found between encoding and testing. Significant correlations were found between preferring taking paper notes and electronic-electronic scores ($r = 0.75$, $p<0.00$) and between preferring taking electronic notes and electronic-electronic scores ($r = 0.60$, $p<0.01$).

(72) Emotional influence of color-priming on emotional pictorial stimuli
     Caycie Hurst
     Erskine College

Previous research has shown effects of color with the act of priming to influence emotion, colors like red and blue especially. Red has been shown to increase negative emotions, whereas blue tends to increase a sense of calmness. Participants were randomly assigned to two groups to watch a slide show of negative/angry pictorial stimuli unprimed and then primed by the given color. Both colors were used as primes, being shown for 7 seconds before five pictures that showed for 4 seconds each. A pre-test assessment was given after the unprimed pictures, followed by a post-test after the primed set to look at overall emotion levels. Preliminary data show no significant results; however, averages show trends toward significance. Paired t-tests were used showing $t(23) = 1.08$, $p > .2908$ for red, and $t(29) = -1.55$, $p > .1315$ for blue in the overall negative emotional changes.

The influence of color on emotion plays a large part in everyday life with what a person sees and experiences, so understanding in what ways it can have an effect may be beneficial.

(73) Comparing the Scales of the Myers-Briggs Personality Test to Gender
        Gabrielle Coward
        Erskine College

Personality tests are used to assess different constructs of personality in humans. The Myers-Briggs Type Indicator is a tool to identify how specific people view the world and make decisions, as well as giving insight about how people's minds work. Different scales of a deviant version of the Myers-Briggs Personality Test called 16 personalities, compared genders. College students at a small Christian liberal arts institution completed an online survey with the appropriate scales. The preliminary results indicated for the first scale that there were more Extroverts than Introverts and males scored higher on the Introvert scale than females, $X2(1, N=65)=4.3893, p=0.0362$. There were more Sensors than Intuitors and females scored higher on the Sensing scale than males, $X2(1, N=65)=4.9160, p=0.0266$. Feelers outnumbered Thinkers, and females scored higher on the Feeling scale than males, $X2(1, N=65)=5.2534, p=0.0219$. Judgers also outnumbered Perceivers, and females scored higher on the Judging scale than males, $X2 (1, N=65)=4.3849, p=0.0363$. The importance of personality tests is helpful with managing other people and understanding oneself.

(75) The influence of Parental and Self Drug Use on pain in Sickle Cell Disease Patients: Gender Differences
        Jessica Miller, Brianna Jones, John Sollers, Anne Shepard
        North Carolina Central University

Children learn social and cultural norms under the influence of parents. This also includes their definition and meaning of pain. (Christoffersen, 2002). Previous reports have indicated that chronic pain in adult patients with Sickle Cell Disease (SCD) are produced by a range of biological, psychological and social factors. In particular, social learning from parents have been associated with poor coping and increased reports of pain. The present study examined archival data from a southeastern SCD center to compare parental and current personal drug use. Using a regression, we assessed items associated with the pain international assessment e.g. "In the past thirty days have you had pain?" and an item on the Criminal Behavior, Alcohol, and Substance abuse measure which stated, "have you ever used drugs other than those prescribed by your doctor?". We found a pattern of self-medication in men consistent with efforts to cope based on parental modelling $R^2= .936$ ($p<.05$) while women showed no such effect. This study suggests that men may be differentially susceptible to the influences of parental substance abuse and models of coping during childhood.

(76) Faith's influence on the external perception of the US Foster Care System and those affected by it

Amanda Stevenson

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As the United States' party polarization and discussions of religious preference increase, identifying the ramifications of those influencers becomes necessary. This study evaluates the impact of political typology and self-identified religion on a person's perception of the US Foster Care System. There could be a difference between the perceptions of Christian and non-Christian responses, left leaning and right leaning responses, and the responses from participants living in different world regions. Participants (n=59) with no close connection to the US Foster Care System were recruited through social media platforms and randomly assigned to one of two modified versions of vignettes from the Child Welfare Research Center. They then completed questions addressing potential concerns within the scenario. One vignette was standard, and the other used Christian based multivocal language. The demographics collected from participants included religious preference, age, country and state of citizenship, country and state of residence, and ethnicity. Political typology was determined based on a PEW Research survey. Preliminary results indicate that there is no significant difference between the responses given for the standard and the multivocal vignettes. Furthermore, there was no significance between the scores of the Christian versus non-Christian participants nor the left leaning and right leaning participants. This suggests that religious preference and political typology do not significantly impact the general population's impact on social issues involving the US Foster Care System. As such, future legislation on Foster Care would likely be met with bipartisan responses.

(77) The effects of combat films on students' perception of the United States armed forces

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Films have been known to create a lasting impression on viewers and their perception of reality and can influence viewers' perceptions of different aspects of life including political stance, opinions on military topics, and morality issues. Film portrayals of the United States military give viewers the opportunity to disengage from the realities of war and often influence one's attitudes regarding the country's armed forces. To further investigate the influence of military combat on viewers perceptions of the United States Armed Forces, college students from a small, rural liberal arts college viewed 10-15-minute excerpts from one of four films: "American Sniper", "Forrest Gump", "Fury", and "Megan Leavey." Participants completed two surveys on their views of the United States military before and after watching the film clips. The content of each film showed high pressured situations such as: the decision to execute a small child, anxiety over the repercussions of an explosive IED, tense combat scenes, and a scene that does not shy away from the realities of bloodshed. Preliminary data suggest no difference in the change of opinions among the four film conditions, partly because of strong pro-military attitudes expressed. Results show that further research is needed to understand how the film industry impacts perception, especially on events that have evolved into a source of entertainment.

(78) The Influence of Admission Specifics on Rehabilitated Individuals' Views of Social Interaction as a Component of Recovery

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There is a noticeable ""treatment gap"" in substance abuse within the United States. A large percentage of those admitted to substance abuse treatment, name legal pressure as a main reason for seeking treatment. To understand, then resolve this nationwide treatment gap, the population involved should be directly addressed. The present study utilizes Q-Methodology to examine the influence of mandated or self-admission into a substance abuse rehabilitative facility on views of social interaction as a component of recovery and the locus of control of rehabilitated individuals'. The aim is to contribute to the shallow pool of research that uses the Q-method to study rehabilitated individuals. A modification of Julian B. Rotter's 1966 locus of control construct is it proposes a third option alongside the internal and external locus of control, called "dyadic locus of control". The participants in this study were (N=33) adult male residents at a private in-patient substance abuse rehabilitation facility in southeastern United States. It was expected that there

would be a significant difference between the locus of control and individuals' views based on admittance status. No significance was found between locus of control and views. However, there was a significant difference between admission specifics and views on minor social interaction as a component of recovery $t(31)=2.52$, $p < 0.0170$. The results of this study provide information for facilities, regarding the effectiveness of their treatment process as well as aid in preparation for reintegration of these individuals into society.

(79) Personality Type and Classroom Seating Based on Different Scenarios

Jamie Tijerina
Erskine College

Personality type can cause many people to act in different ways; for example, sitting in a seat near or away from someone can lead to increased or decreased extraverted activities. Participants entered a controlled environment of a classroom already populated by several confederates placed in predetermined locations, in two different active scenarios and a non-interactive control situation. If extroverts are more likely to sit closer to confederates or introverts sit farther away was measured after administering a MBTI and asking if participants know and understand their personality type (example being their guess was INTJ and their actual personality was INFP). Preliminary results indicate no significance in the first hypothesis in the control that being an empty classroom, or in scenario one being the condition of those confederates placed in the room and quietly speaking to each other. In the control, overall 19/20 (95%) were able to accurately report two out of four letters regarding their personality type, whereas in scenario 1 being the quiet and clustered scenario there were 4/6 (67%) who correctly identified two out of four letters which both support if participants understand their personality type. These results help us understand the dynamics of personality and seating.

(80) The Impact of Additive and Contradictory Misinformation on Post-Event Recall Using Variables of Age, Gender, and Confidence

Robert Spence
Erskine College

In a criminal case, the verdict is often solely made off of the personal account of an eyewitness. Research has shown that the testimony of an eyewitness can be malleable through forms of suggestion, even leading to false testimonies. The current study tested whether the implantation of additive and contradictory misinformation affects post-event recall. It was anticipated that there would be a significant difference in post-event recall suggestibility scores and post-question confidence based on a participants' gender and age group. Participants (n = 100) from a small, Christian Liberal Arts College in the southeast United States participated in the study. Participants watched a short video scene of a robbery, completed a short distractor task, and finally completed a post-event recall questionnaire containing additive and contradictory misinformation. The post-event recall questionnaire asked participants if they had seen schema-consistent items that were present and not present in the bank robbery scene. Schema-consistent items not present were presented in a leading question through the use of contradictory and additive misinformation. After each question in the post-event recall questionnaire, participants rated their confidence in their answers on the questionnaire via five-point Likert scale. Preliminary results have shown no significance. Although preliminary results were not significant, these results reflect an inconsistency in the post-event recall of eyewitnesses. This inconsistency has shown itself in the cases of many of the wrongly convicted. Future research could provide a more in-depth picture on personal factors that contribute to possible suggestion.

(81) Happiness and Socialization Impacted by Directive and Nondirective Group Play Therapy

Molly McKinn
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Play therapy is a humanistic therapeutic model used to create a warm, friendly environment which allows for underlying issues to subconsciously resolve in young children. The purpose of this study is to assist socialization and overall happiness levels using nondirective and directive play therapy. Happiness levels will be measured by using a modified visual analog scale and a 20-item self-assessment scale used to determine the average level of happiness at a given time. The child's socialization level will be measured using a rubric. The target number of participants will be between twenty to thirty; however, preliminary participants (n=6) were randomly assigned to the

two different modalities. The participants who have received the therapeutic models are from a rural public school in the southeastern United States. A target number of four to five groups for each model will be formed and will hold five fifteen-minute sessions. It is anticipated that both models of Play Therapy will show an increase in happiness and socialization levels; however, there will be a significant difference based on the model. Preliminary data shows no significant difference between the therapeutic modalities in happiness levels and socialization levels. Once more data is collected, it is expected that results will show a significant difference in happiness and socialization levels between the two modalities.

(83) The Effect of Mental Illness on Juror Verdict
Katherin Parris
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If a mentally-ill person commits a crime, it is important to understand how jurors will rule in a trial. Rendell, Huss, and Jenson (2010) showed that when participants perceive defendants as mentally-ill, they tend to give a verdict of not guilty by reason of insanity (NGRI). Research conducted by Boldt, Finnbogason, and Segal shows that participants care more about the defendants' mental-state at the time of the offense more than expert testimony. Finally, Berryessa et al. research showed that when participants are informed about the mental illness, they are more likely to consider the illness when reaching a verdict. (2015). The current study examines how participants would rule on a case with a mentally-ill defendant. The first independent variable is the defendant's diagnosis. The dependent variable are the participants' attitudes about the defendants' competency. The second independent variable is if information on the defendant's illness is provided. The dependent variables are participant attitudes towards the defendant. The first hypothesis is that a mental illness diagnosis will significantly affect verdict. The second hypothesis is providing jurors with information on the defendant's illness will also significantly affect verdict. The study is a two-part Likert scale survey where participants read about a crime and then complete a survey on their attitudes towards the defendant. Both parts contain four sections, each with a different diagnosis. Part one does not provide information on the illnesses while part two does. This study is a within-subjects design. A dependent t-test will be used to analyze the results.

(84) Divorce and Non-Divorce Conflict Effects on Parent-Child Relationships
Rickese Brooks
Erskine College

Dynamics are never the same for every family and several different factors play a crucial role in the making of each relationship between family members. Divorce is a notable factor that puts a strenuous amount of stress on family relationships, but also the amount of conflict that may come with it. The potential conflicts of divorce on parent-child relationships were explored. One-hundred undergraduate students from a small private liberal arts college are expected to complete a Parent-Child Relationship Questionnaire (PCRQ) made up of eighteen questions with a five-point Likert scale to measure closeness between the participant and each of their parents. Following the PCRQ, participants take the Children's Perception of Interparental Conflict Scale made up of forty-eight questions with a three-point Likert scale to assess the frequency of conflict between the participants' parents. Before taking part in this study, each participant is verbally asked if any of the exclusion criteria applies, if so, they are not able to participate. The higher the frequency of parental conflict that is experienced, the lesser the parent-child relationship should be between the participant and the parent that the participant spent the least amount of time with. Preliminary results indicate no significant difference ($F(2,44)=2.56, P<.0888$) between the frequency of parental conflict and parent-child relationships. These preliminary results could be beneficial to families that may deal with the reality of divorce and how behaviors could potentially place a strain on important relationships.

(86) Personality Traits and Student Involvement
Jenna Davis
Barton College
This semester I have been conducting research focused on the potential relationship between the personality traits of students and how involved the students are on campus. In my research, I found that extraversion has been linked to charismatic leaders and is one of the most consistent personality traits across the board for leadership (Annebel, 2005). For my study, I plan to include all of the 53 clubs/organizations, the student leadership positions the school and those clubs/organization offers, and student athletics because student involvement also encompasses the physical and psychological energy that the student devotes to the academic experience (Elassy, 2013). For my research, I used an online survey to collect data. The first section of the survey is demographics asking for age, gender, major, minor, credit hours enrolled in, clubs/ organizations (if any) involved in, leadership positions (if any) involved in, and athletic involvement (if any). The next section of the survey is the Five Factor Model Personality Assessment (FFM). The FFM is 30 questions in the form of a Likert scale from 1 to 5. There are 5 sections of the FFM each containing 6 questions about different trait they may possess. The five sections included Neuroticism versus Emotional Stability, Extraversion versus Introversion, Openness versus Closeness to One's Own Experience, Agreeableness versus Antagonism, and Conscientiousness versus Undependability.

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