A stylized, light blue brain graphic is centered in the background, showing the gyri and sulci of the cerebral cortex. The background is a solid teal color with a diagonal line running from the bottom left to the top right, creating a darker teal triangular area in the bottom right corner. Four small white squares are positioned at the corners of the image: top-left, top-right, bottom-left, and bottom-right.

# CAROLINAS PSYCHOLOGY CONFERENCE

2022

## My Schedule

Morning Session	Presenter	Location
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		
Afternoon Session	Presenter	Location
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 1:15). 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!



## 2022 Carolinas Psychology Conference Proceedings

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## Acknowledgements

### Conference Executive Committee

Student Chair	Justin Kirby
Faculty Advisor	Dr. Katherine Van Allen

### Committee Chairs

Registration Chair	Anna Cuddington
Hospitality Chair	Sarah Nelms
Moderator Chair	Chloe Davis
Jeopardy Chair	Jeannie Biggs

## Save the Date!

The 48th Annual Carolinas Psychology Conference will be held

**Saturday, April 15, 2023**

## Schedule of Events

All events take place on Saturday, April 9, 2022, in the Lundy-Fetterman School of Business building on the campus of Campbell University with the exception of lunch at the Oscar N. Harris Student Union.

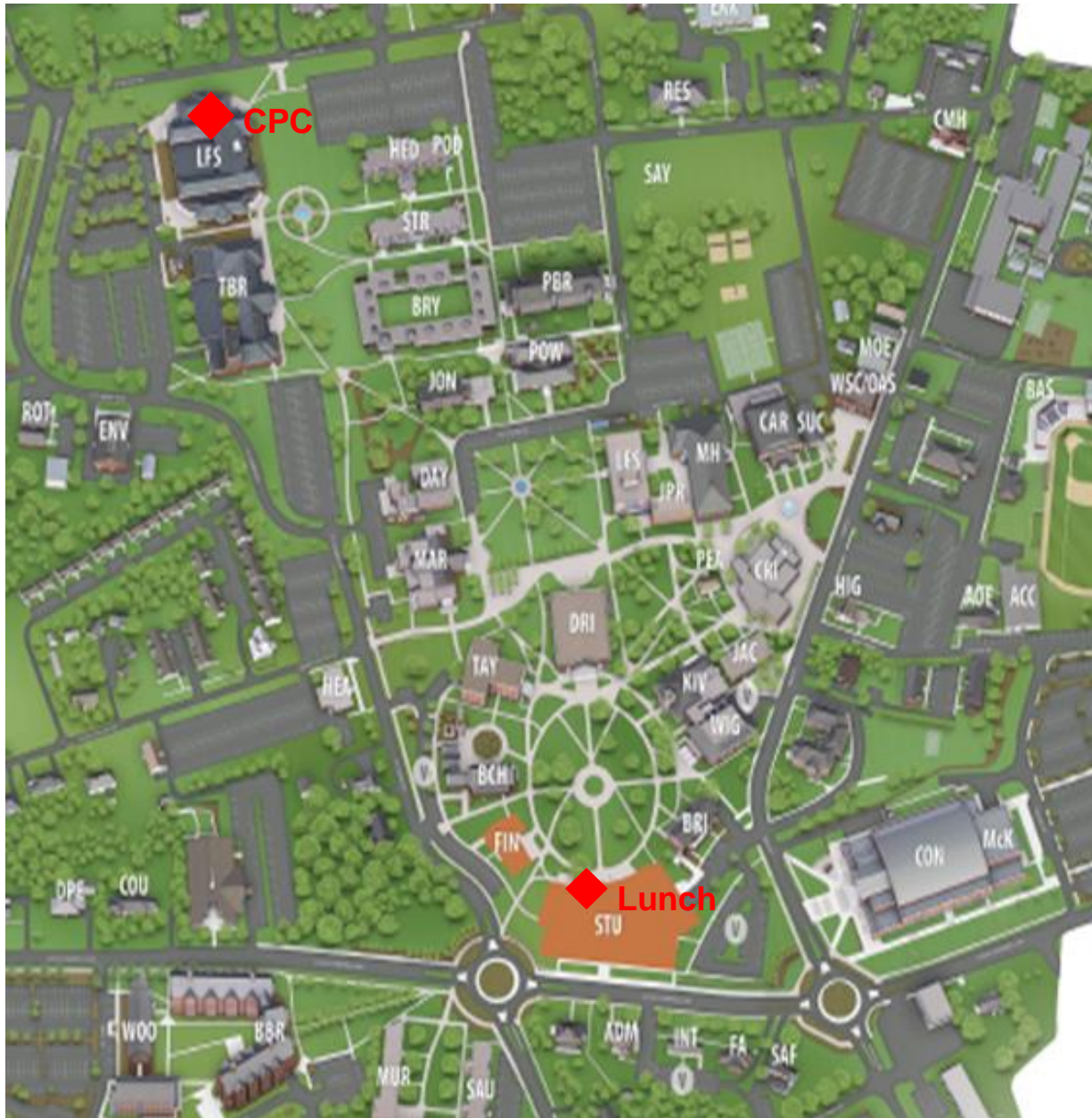
8:30 - 9:00	Walk-in registration and coffee	Main Lobby
9:00 - 10:30	Session I: Student Paper Presentations	Rooms 123 - 126
10:45 - 12:00	Keynote Address by Dr. Denzel Jones	Lynch Auditorium
12:00 - 1:30	Lunch Break (lunch will be provided)	Student Union
1:30 - 2:45	Session II: Student Paper Presentations	Rooms 123 - 126
3:00 - 4:00	APS Psychology Jeopardy with Dr. Jim Kalat (NCSU)	Lynch Auditorium

## Presentation Locations

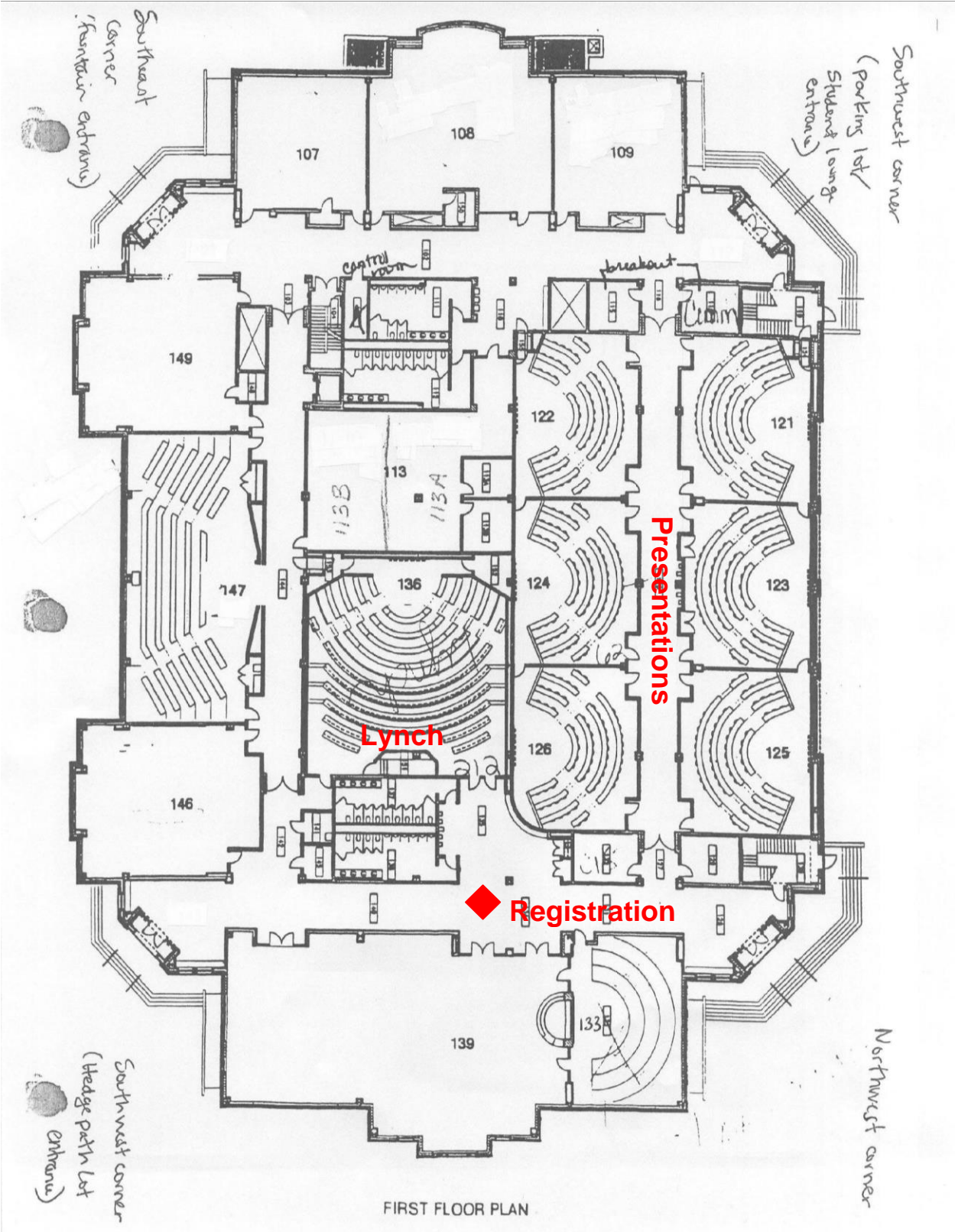
Room	Session 1 (9:00 - 10:45) Pages 10-11	Session 2 (1:30 – 3:00) Pages 12-13
123	Social I	Clinical/Social III
124	Cognition/Experimental/ Community	Emotion/Health/Personality II
125	Emotion/Health/Personality I	Social II
126	Developmental	Emotion/Health/Personality III

- An index of names of the FIRST authors with their presentation sessions can be found starting on page 14.
- Full abstracts begin on page 16 in the same order as the index of first authors (virtual program only).

# Campbell University Campus Map



# Lundy Fetterman Classroom Map







## Keynote Speaker

Denzel Jones, PhD

"Playing inside the box: The importance of creativity and authenticity"

Dr. Denzel Jones is an Assistant Professor of Couple and Family Therapy at Antioch University New England located in Keene, New Hampshire and a licensed marriage and family therapist. Prior to this appointment, he received his B.S. in Psychology from Campbell University (2013), an M.A. in Marriage and Family Therapy and a certificate in Expressive Arts Therapy from Appalachian State University (2015), and a Ph.D. in Couple and Family Therapy from Kansas State University (2018). His primary research interest is on identity development across time and social processes that impact identity with a secondary research interest in relationships education. Additionally, Dr. Jones is a member of the American Association for Marriage and Family Therapy (AAMFT) and serves on the editorial board of the Journal of Marital and Family Therapy (JMFT). He is a member of the National Council on Family Relations (NCFR) and their Racial and Ethnic Diversity in Families section, and he also serves in an elected position on NCFR's Inclusion & Diversity Committee. Lastly, Dr. Jones serves on the New Hampshire Association for Marriage and Family Therapy's (NHAMFT) Education Committee.

## APS Psychology Jeopardy

3:00 pm, 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.

## Past Invited Speakers

Year	Date	School	Name	Topic
2021	April 17	Campbell	Valerie Hoots	Virtual: Work for Today What You Want for Tomorrow
2020	April 18	Campbell	Sarah Gaither	Virtual: Multiple Identities = Multiple Yous
2019	April 13	Campbell	Gabrielle Principe	How Everyday Conversations Shape Children's Memory for Experience
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 Health
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

Social Psychology I		Room 123	9:00 - 10:30
<b>9:00</b>	<b>Narcissistic or manly or both? An analysis of social media use among men</b> Name: Casey Morren College: Shenandoah University	Faculty Mentor: Scott King	
<b>9:15</b>	<b>Ideals of masculinity and emotional expression</b> Name: Myles Bonner College: Barton College	Faculty Mentor: Tamara Avant	
<b>9:30</b>	<b>Social media use and body image</b> Name: Toni Mauck College: Longwood University	Faculty Mentor: Chris Bjornsen	
<b>9:45</b>	<b>The accuracy of stereotypes relating to Autism Spectrum Disorder (ASD)</b> Name: Elizabeth Sciarabba College: Campbell University	Faculty Mentor: Jutta Street	
<b>10:00</b>	<b>Does face value have an impact on attribution theories</b> Name: Andrew Gaines College: Erskine College	Faculty Mentor: Cynthia Midcalf	
<b>10:15</b>	<b>Effect of criminal defendants' attractiveness, crime, and juror gender on sentence severity</b> Name: Victoria Tumilty College: High Point University	Faculty Mentor: Kimberly Wear	
Cognition/Experimental/Community		Room 124	9:00 - 10:30
<b>9:00</b>	<b>Alpha wave binaural beats and their effect on attention in college students</b> Name: Caroline Van Deusen College: Erskine College	Faculty Mentor: Cynthia Midcalf	
<b>9:15</b>	<b>Assessing the reinforcing functions of alcohol during negative incentive shifts in food reward</b> Name: Anna Grace Greenho, Emily Davis, Emily Turner, & David Hammer College: College of Charleston	Faculty Mentor: Chad Galuska	
<b>9:30</b>	<b>The cognitive anatomy of color-word Stroop effects</b> Name: Adam Baker, Katie Ward, Amanda Peirano, & Emily A. Willoughby College: University of North Carolina at Asheville	Faculty Mentor: Dr. Tracy L. Brown	
<b>9:45</b>	<b>Are roundabouts safer for pedestrians?</b> Name: Ralph Clark College: North Carolina State University	Faculty Mentor: Chris Mayhorn	
<b>10:00</b>	<b>The underdog theory</b> Name: Ashley Dakis College: Barton College	Faculty Mentor: Tamara Avant	
<b>10:15</b>	<b>Teen courts impact on recidivism, behavioral issues &amp; comprehension of the court process</b> Name: Sara Dickerson College: Barton College	Faculty Mentor: Tamara Avant	

Emotion/Health/Personality I		Room 125	9:00 - 10:30
9:00	<b>The impact of emotional and financial stress on the academic performance of college students experiencing food insecurity</b> Name: Dilan Muthukumarana & Elijah Virachittevin College: North Carolina State University      Faculty Mentor: Haskett		
9:15	<b>Gender and physical activity and how that correlates with academic performance in Campbell University undergraduate students</b> Name: Emma Jernigan College: Campbell University      Faculty Mentor: Susie Mallard Barnes		
9:30	<b>Motivation caused by anxiety is determined by the locus of control</b> Name: Joshua Mundy College: Erskine College      Faculty Mentor: Cynthia Midcalf		
9:45	<b>Sleep behavior: Personality and intrinsic characteristics</b> Name: Joshua Stidham College: Barton College      Faculty Mentor: Tamara Avant		
10:00	<b>The association of meditation among stress and sleep quality in college students</b> Name: Sarah Nelms & Makayla Byrd College: Campbell University      Faculty Mentor: Jutta Street		
10:15	<b>Does music affect our mood?</b> Name: Matthias Benoit College: Erskine College      Faculty Mentor: Briana Van Scoy		
Developmental		Room 126	9:00 - 10:30
9:00	<b>Effects of depressive symptomatology on binge drinking behavior in early adulthood</b> Name: Nancy Parada Garcia & Angel Hernandez College: UNC at Wilmington      Faculty Mentor: Espinosa-Hernández		
9:15	<b>Looking on the bright side: Silver linings and identity distress in college students during COVID-19</b> Name: Neil Patel & Julia Sorensen College: North Carolina State University      Faculty Mentor: Lynne Baker-Ward		
9:30	<b>The correlation between social isolation during senior year and college transition</b> Name: Chloe Davis College: Campbell University      Faculty Mentor: Jutta Street		
9:45	<b>The relationship between sexual experience and sexual guilt in Catholic latine adolescents</b> Name: Lauren Bailey & Kyra Slomkowski      Faculty Mentors: College: UNC Wilmington      Espinosa-Hernandez, Palmer, Mohamed		
10:00	<b>Decision making influences on college students</b> Name: Samantha Johnston College: Barton College      Faculty Mentor: Tamara Avant		
10:15	<b>The correlation between motivation types, parental education level, and grade point average</b> Name: Karlie Gries College: Campbell University      Faculty Mentor: Jutta Street		

Clinical/Social III		Room 123	1:30 - 3:00
<b>1:30</b>	<b>ADHD and its Impacts on the working memory of college students</b> Name: Jeanelys Suarez College: Barton College	Faculty Mentor: Tamara Avant	
<b>1:45</b>	<b>Metastudy finds mental illness the largest risk factor in recidivism</b> Name: Neal Blank College: Erskine College	Faculty Mentor: Cynthia Midcalf	
<b>2:00</b>	<b>Impact of social media on memory for a mock crime</b> Name: Isabella Jontz College: Longwood University	Faculty Mentor: Chris Bjornsen	
<b>2:15</b>	<b>The prevalence of mental health issues and treatment seeking behaviors in student-athletes</b> Name: Sierra Wolter College: Erskine College	Faculty Mentor: Cynthia Midcalf	
<b>2:30</b>	<b>Utilizing the CAT-A to distinguish ADHD from similar diagnoses</b> Name: Grace Schroeder College: UNC at Charlotte	Faculty Mentor: George Demakis	
Emotion/Health/Personality II		Room 124	1:30 - 3:00
<b>1:30</b>	<b>Correlation between racial bias and mental health</b> Name: Raisa M. Real Pagieva College: Erskine College	Faculty Mentor: Cynthia Midcalf	
<b>1:45</b>	<b>Are athletics and academics in conflict for student-athletes?</b> Name: Alexis Lewis College: Barton College	Faculty Mentor: Tamara Avant	
<b>2:00</b>	<b>Personality and perception of others</b> Name: Logan Clark College: Barton College	Faculty Mentor: Tamara Avant	
<b>2:15</b>	<b>A virtual mindfulness-based intervention for college students with health conditions or disabilities</b> Name: Carmen Walker College: East Carolina University	Faculty Mentor: Christyn Dolbier	
<b>2:30</b>	<b>How interest in true crime effects levels of perceived risk in female college students</b> Name: Rachel Walker College: Meredith College	Faculty Mentor: Candalyn Rade	

Social Psychology II		Room 125	1:30 - 3:00
1:30	<b>Social media: Does it really have a negative impact on happiness and life satisfaction?</b> Name: Cassandra Didinger College: Shenandoah University Faculty Mentor: Scott King		
1:45	<b>How you view respect matters: How respect conditionality predicts basic respect and emotionality in respect</b> Name: Karina Seebuluck & Jenny Huang College: North Carolina State University Faculty Mentor: Amy Halberstadt		
2:00	<b>Instagram usage correlates with mental health symptoms among college students</b> Name: Alexis Bruce College: Erskine College Faculty Mentor: Cynthia Midcalf		
2:15	<b>The effects of social media usage in self perception and disorder eating</b> Name: Kyerra Bennett College: Barton College Faculty Mentor: Tamara Avant		
2:30	<b>Black women in the ivory tower: A case study of the College of the Holy Cross' black alumnae</b> Name: Meah Austin College: College of the Holy Cross Faculty Mentor: Mark Freeman		
Emotion/Health/Personality III		Room 126	1:30 - 3:00
1:30	<b>Relationship between indicators of psychological well-being and survey completion</b> Name: Emily Leister & Esther Kim College: North Carolina State University Faculty Mentor: Lynne Baker-Ward		
1:45	<b>Obesity education and its impact on weight bias in the undergraduate population</b> Name: Katherine West College: Campbell University Faculty Mentor: Jutta Street		
2:00	<b>The associations between children's gratitude and their motivational needs</b> Name: Alexis Longinetti, Bea Perry, Micah Hoggatt, & Simone P. Nguyen College: UNC Wilmington Faculty Mentor: Simone P. Nguyen		
2:15	<b>Investigating the relationship between HIV/AIDS testing, unprotected sex, condom use, education, and knowledge of HIV/ AIDS</b> Name: Jasmine Benner, Brooke Worthey, Ikenna Iloabachie, & Ileana Joseph College: North Carolina Central University Faculty Mentor: Jonathan Livingston		
2:30	<b>The effects of water aerobics on mental health</b> Name: Kazia Patzer College: Barton College Faculty Mentor: Tamara Avant		

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Last Name	First Name	Session
Austin	Meah	Social II
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Baker	Adam	Cognition/Experimental/ Community
Benner	Jasmine	Emotion/Health/ Personality III
Bennett	Kyerra	Social II
Benoit	Matthias	Emotion/Health/ Personality I
Blank	Neal	Clinical/Social III
Bonner	Myles	Social I
Bruce	Alexis	Social II
Clark	Logan	Emotion/Health/Personality II
Clark	Ralph	Cognition/Experimental/ Community
Dakis	Ashley	Cognition/Experimental/ Community
Davis	Chloe	Developmental
Dickerson	Sara	Cognition/Experimental/ Community
Didinger	Cassie	Social II
Gaines	Andrew	Social I
Greenho	Anna Grace	Cognition/Experimental/ Community
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Longinetti	Alexis	Emotion/Health/Personality III
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Morren	Casey	Social I
Mundy	Joshua	Emotion/Health/Personality I
Muthukumarana	Dilan	Emotion/Health/Personality I



Nelms	Sarah	Emotion/Health/Personality I
Pagieva	Raisa	Emotion/Health/Personality II
Parada Garcia	Nancy	Developmental
Patel	Neil	Developmental
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Stidham	Joshua	Emotion/Health/Personality I
Suarez	Jeanelys	Clinical/Social III
Tumilty	Victoria	Social I
Van Deusen	Caroline	Cognition/Experimental/ Community
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Walker	Rachel	Emotion/Health/Personality II
West	Katie	Emotion/Health/Personality III
Wolter	Sierra	Clinical/Social III

# Presentation Abstracts

## **Black women in the ivory tower: A case study of the College of the Holy Cross' black alumnae**

Meah Austin

College of the Holy Cross

Black women, through their racial and gendered social positions, face particular challenges of marginalization, discrimination, and oppression (Harris-Perry, 2011; Jones, 2003). These challenges are further exacerbated in the Ivory Tower due to its foundation of White and male superiority (Williams et al., 2020; Winkle-Wagner, 2015). Previous literature on the Ivory Tower often groups of color and/or Black students together (Commodore et al., 2018; Jackson, 1998). In the present study, I seek to learn the unique struggles and triumphs of Black female students. My research is motivated by the following questions: what lived experiences are unique to Black female students? What does it mean to be resilient in predominantly White collegiate spaces? And how can the experiences shared ignite crucial education reform? I interviewed eighteen Black alumnae who graduated from Holy Cross between 1976 and 2020, particularly focusing on their academic, social, and identity lives. My analysis relies on Black Feminist Thought and Intersectionality Theory. Common themes include: lack of preparedness, being “the only one,” feelings of invisibility, and experiencing aggression and alienation from campus members. Through these themes, I discover 1) resilience in Black female students relies on creativity through kinship, activism, and self-empowerment and 2) the experiences of Black female college students often come with challenges particular to their double marginalization. Additional data is ongoing.

## **The relationship between sexual experience and sexual guilt in Catholic latine adolescents**

Lauren Bailey & Kyra Slomkowski

University of North Carolina Wilmington

Sexual behavior varies among adolescents based on several factors, including one's gender, cultural values, and religion. Past research has indicated a link between adolescent sexual behavior and feelings of sexual guilt, with a stronger association present for females (Mosher, 1985); however, research including the Latine population is limited. We examined the association between sexual experiences and guilt among Mexican Catholic adolescents and predicted that there would be a positive association between sexual experiences and guilt, stronger for females. Catholic adolescents (N= 556; 43% male) attending high school and middle school in Puebla, Mexico responded to a questionnaire assessing religiosity and participation in sexual behaviors. Items included a 6-item scale measuring sexual guilt and 7 forced-choice items assessing engagement in vaginal and oral sex. The average age was 14 years (SD= 1.77). Bivariate correlations evaluated the relationship between sexual behavior and sexual guilt among Catholic adolescents. Results indicated that adolescents with more sexual experiences had higher levels of guilt,  $r(405) = .11$ ,  $p < .05$ . However, when split by gender, only females' results were significant,  $r(196) = .25$ ,  $p < .01$ , but not males',  $r(207) = -.01$ ,  $p = .05$ . Similar to previous research, findings showed that more sexual experience is associated with more guilt among female adolescents than males. This study adds to our understanding of the relationship between guilt and sexual behavior in Catholic Latine adolescents.

## **The cognitive anatomy of color-word Stroop effects**

Adam Baker, Katie Ward, Amanda Peirano, & Emily A. Willoughby

University of North Carolina at Asheville

The Stroop task is commonly assumed to be the “gold standard” for measuring selective attention (or executive control) and as reflecting individual differences in general attentional ability. (MacLeod, 1992). Participants (N = 85) completed three versions of the Stroop task twice, in separate sessions, to establish test-retest reliability and agreement across tasks. The Stroop tasks used were vocal responses in traditional (word-in-color) format, and both vocal and manual responses in the flanker Stroop task (word flanks color target). Participants also completed a modified version of the Attention Network Test (ANT; Fan et al, 2002) to determine if attention as measured in Stroop performance correlates with attention as measured via the

ANT. As expected, all three Stroop tasks showed robust interference and facilitation effects, but these effects correlated only moderately to weakly across sessions (no  $r > .60$ ), suggesting relatively poor test-retest reliability, particularly when using manual responses. Stroop effects also failed to correlate strongly across tasks (no  $r > .42$ ), with stronger agreement among the two vocal response Stroop tasks. Interference from conflicting stimuli in the modified ANT, which was large and robust, did not correlate at all with any Stroop effects, suggesting that these two tasks are not measuring the same thing. Overall, results indicate that Stroop effects are not very reliable as measures of individual differences in attention, that different versions of the Stroop task do not correlate strongly with each other, and that measures of attention via Stroop tasks and the ANT are unrelated.

### **Investing the relationship between HIV/AIDS testing, unprotected sex, condom use, education, and knowledge of HIV/ AIDS**

Jasmine Benner, Brooke Worthey, Ikenna Iloabachie, & Ileana Joseph  
North Carolina Central University

HIV/AIDS is a public health issue that affects African Americans at a high rate. Current data suggest African Americans are 8.1 times more likely to receive an HIV/AIDS diagnosis compared to other races. To understand the relationship between HIV testing, unprotected sex, condom use, knowledge of HIV/AIDS, and education status; a sample of 470 were solicited. Spearman rho correlation was run to assess the relationship between primary variables. Independent sample t test and CHI square were run to assess the difference and associations between HIV status, reported sex, level of education, and knowledge of HIV/AIDS. Results indicated there were no significant difference in unprotected sex and those who tested positive. There was no statistically significant difference in knowledge of HIV/AIDS for those who reported using condoms and those who didn't, but it was approachable; and education level was associated with HIV/AIDS knowledge. College aged participants reported higher knowledge of HIV/AIDS than their counterparts. Given the disparate rates in communities of color and among college students there is a need for continued research on knowledge of HIV/AIDS across the lifespan.

### **The effects of social media usage in self-perception and disorder eating.**

Kyerra Bennett  
Barton College

Over 20 million women and 10 million men experience at least one type of eating disorder in their lifetime (NEDA, 2022). This study examines how social media influences self-perception and disordered eating behaviors. Participants ( $N = 70$ ) completed three surveys: the Eating Attitudes Test (EAT-26; Garner et al., 1982), a modified Bergen Facebook Addiction Scale (BFAS; Andreassen et al., 2010), and the Attitudes Towards Self Scale (ATS; Carver et al., 1988). I expected that people who were more obsessed with social media would have more disordered eating. An ANOVA showed that people who primarily use Facebook (instead of other social media apps) had higher rates of social media addiction,  $F(5,64) = 3.04$   $p < .05$ ,  $R^2 = .19$ . Regression analysis revealed that social media addiction significantly predicted disorder eating patterns,  $F(1, 68) = 11.57$ ,  $p < .01$ ,  $R^2 = .15$ . There were no significant relationships between disordered eating and the High Standards or Self-criticism subscales of the ATS, but participants who scored higher on the Generalization subscale displayed more disordered eating,  $t(1) = 3.59$ ,  $p < .001$ , suggesting that people who generalize a single failure to a lower self-worth were more likely to display disordered eating patterns. There was also a significant interaction between social media addiction and Generalization, meaning people who are more addicted to social media and more likely to generalize had the highest levels of disordered eating,  $t(1) = 2.58$ ,  $p < .05$ . Gender differences will be discussed.

### **Does music affect our mood?**

Matthias Benoit  
Erskine College

Music is omnipresent in almost everyone's life, especially in today's society where anyone can access any kind of music anywhere at any time. Many studies have been done on this subject, however, the styles of music represented did not apply very well to college students, and what they would probably listen to. To prevent this issue, the styles of music which will be used are: Rock, Pop, Rap and Classical music. A number of 30 participants should be enough to obtain interpretable data. The current study was designed in four distinct parts, where the participants will listen to these genres of music, supposed to enhance four different emotions: Aggression, Sadness, Calmness and Excitement. After each listening, the participants will complete the Brief Mood Introspection Scale (BMIS) (Mayer, J. D., & Gaschke, Y. N, 1988), which will state their feelings. To evaluate the results, we will compare averages with a T-Test on SPSS. Research showed that people who listen to Grunge music were 60% more hostile, and experienced 50% more tension (McCraty, 1998). We made 3 hypotheses; sad pop music will bring feelings such as nostalgia and sorrow, calm classical music will bring peace and steady emotions to the listener, and rap and "aggressive" music, like rock, will make the participants experience more physically active feelings such as, respectively, excitement and nervousness. The preliminary results are that feeling more energetic would happen to participants due to high loudness intensity in rap and rock music (Ramos, 2021).

### **Metastudy finds mental illness the largest risk factor in recidivism**

Neal Blank  
Erskine College

Recidivism is defined as a person's relapse into criminal behavior, often after the person receives sanctions or undergoes intervention for a previous crime. Studies have found that three of the largest contributing factors are poverty, substance abuse, and mental health issues. The present metastudy examines those largest factors that lead to an individual's recidivism to identify which contributes the most to recidivism using a series of T-tests, MANOVAs, and ANOVAs. Data were collected from the U.S. adult male and participants (N=1,697) in the selected studies. The study hypothesizes that poor mental health is the largest contributor to an individual's likelihood of recidivism. Preliminary data suggest that though 11.7% of the interviewed individuals considered drug or alcohol abuse as the main reason for their recidivism, 14.5% admit to drinking alcohol until drunk multiple times monthly. 18.7% of the individuals admitted to having less than "good" mental health and 25.5% felt they needed mental health treatment. Mental illness appears to be one of, if not the largest, factor in recidivism. Additionally, many prisons are underequipped to document and aid in mental illness, indicating that the percentage of those who have mental illness in prisons is likely higher than what is documented.

### **Ideals of masculinity and emotional expression**

Myles Bonner  
Barton College

"In this research, I studied the relationship between toxic masculinity, satisfaction, religion, and other beliefs. General Social Survey (2018) data was used to determine covariates of toxic masculinity, specifically by examining the relationship between homophobia, income, and sexual behavior. Homophobic beliefs were positively correlated with age [ $r(1310) = .24, p < .0001$ ], church attendance [ $r(1306) = .35, p < .0001$ ], prayer frequency [ $r(1301) = .35, p < .0001$ ], endorsement of corporal punishment [ $r(619) = .24, p < .0001$ ], and belief in traditional gender role norms [ $r(622) = .46, p < .0001$ ], suggesting that participants who were older, attended church services and prayed more frequently, spanked children, and believed that women should provide care for children while men work were more likely to endorse homophobic beliefs. Homophobic beliefs were negatively correlated with education level [ $r(1308) = -.26, p < .0001$ ], socioeconomic index [ $r(1243) = -.18, p < .0001$ ], and career prestige [ $r(1250) = -.13, p < .0001$ ]. While both men and women who endorsed more homophobic beliefs were opposed to premarital

sex [ $r(617) = -.53, p < .0001$ ], teen sex [ $r(629) = -.32, p < .0001$ ], and extramarital sex [ $r(1295) = -.30, p < .0001$ ], only women reported fewer sexual partners [ $r(623) = -.21, p < .0001$ ] and lower sexual frequency [ $r(597) = -.14, p < .001$ ]. Although homophobic beliefs were weakly significantly related to lower levels of overall happiness [ $r(1307) = -.06, p < .05$ ], marital happiness was unrelated [ $r(632) = -.02, p = .682$ ].

### **Instagram usage correlates with mental health symptoms among college students**

Alexis Bruce

Ersine College

Social Media use has consistently risen over the years, Instagram has been one the larger platforms among college students. However, there are downsides to this use as previous research has shown a relationship between Instagram and mental health (Choukas-Bradley et al., 2019) (Glaser et al., 2018). The current study examines the correlation among Instagram use, anxiety, depression, and self-esteem. Students at a small, religious affiliated liberal arts college in the Southeastern United States were administered a survey measuring Instagram usage as well as the Rosenberg Self-Esteem, the General Anxiety Disorder-7 (GAD-7) Scale, and the Center for Epidemiologic Studies–Depression Scale. Preliminary data shows that out of the participants ( $N=20$ ) 75% are female and 25% are male, 30% are freshmen, 30% are sophomores, 30% are juniors, and 10% are seniors. Preliminary data indicates that 45% of the participants spend at least a few hours out of their day on Instagram. The preliminary data also shows a correlation between Instagram usage and anxiety symptoms. The preliminary data also seems to suggest a small relationship between Instagram usage and self-esteem."

### **Personality and perception of others**

Logan Clark

Barton College

Police departments often use personality assessments (e.g., MMPI-2, IPI, NEO PI-R) to predict police officer performance during the hiring process (Chibnall, 2003). These tools help determine whether potential officers can withstand violence and shocking crime scenes. However, no study has examined how officers who successfully complete these screenings' view citizens. I hypothesized that officers who have had multiple complaints submitted against them (by community members or colleagues) would have more hostile/cynical views of others. Officers and detectives from a rural NC police department ( $N = 13$ , 30.8% female, 69.2% male) completed reduced versions of the MMPI and the Cook-Medley Hostility Scale (Cook & Medley, 1954), as well as self-reported their years of experience and number of formal complaints submitted against them. After conducting linear regression analyses, personality was found to be unrelated to perceptions of others, number of complaints, or years of experience. There was a significant relationship between perception of others and number of complaints ( $F(2, 9) = 5.58, p < .05, R^2 = .55$ ), such that officers with more cynical perception of others had more complaints submitted against them than those with lower levels of cynicism ( $t(1) = 3.27, p < .01$ ). No significant differences were found among personality scores and the number of complaints submitted. These results suggest that assessing the perceptions of potential officers may provide information that could lead to a reduction in formal complaints.

### **Are roundabouts safer for pedestrians?**

Ralph Clark

North Carolina State University

"The safety of pedestrians in roundabouts has not been included in the study of roundabouts. The current study explored how drivers managed the cognitive load of negotiating roundabouts including looking out for pedestrians. The research question is how does driver's training effect the successful navigation of roundabouts. One hundred fifty-five undergraduates at a large university in the southeastern United States were recruited. Participants were given some training on driving rules concerning roundabouts and were

then presented with a 25 question, multiple-choice test that served as a check on learning. The participants who passed the learning check were then presented with 80 visual stimuli of driving situations commonly encountered at roundabouts. The stimuli were presented in Qualtrics to create seven traffic situations that were randomized. Results supported the hypothesis that pedestrians are not noticed at roundabouts a significant amount of time making the pedestrian/automobile interaction at roundabouts a safety hazard. Participants failed to notice pedestrians most often in roundabout entering vignettes but also failed to notice pedestrians in roundabout exiting vignettes. Results suggest participants did not notice pedestrians attempting to cross the street in crosswalks at roundabouts. Additional research is needed to study how to increase visibility of pedestrian crossing in roundabouts.”

### **The underdog theory**

Ashley Dakis

Barton College

The Underdog Theory is a phenomenon in which a person or a group of people, who is less skilled than their competitors, rises to the occasion and beats their opposition. The phenomenon can be found in sports, business, and even politics. Underdogs are able to beat the so called “fan favorites”, those who are more likely to win, through overpreparation, intrinsic motivation, and more genuine faith from others. In the present study, participants are given two timed word searches. Both word searches have four words each, all relatively short. They are timed in seconds. After their first word search, they are told that they performed poorly in comparison to their peers, and then handed a different word search to try again. The word search is timed again and the difference between the second and first trial is calculated. Originally, it was hypothesized that being told the performance was poor would make the participant feel like an underdog, causing them to improve their score on the second trial. Eleven participants were studied and a two-tailed paired samples T-test was conducted. There was not a significant difference between those who got treatment ( $M=9.5$ ,  $SD=64.4663$ ) and those in the control group ( $M= 16.5$ ,  $SD= 71.0232$ ) conditions;  $t(10)= 0.18$ ,  $p=0.05$ . The hypothesis will be rejected. The results may be due to lack of diverse population size, cracking under pressure, or it may take longer for the underdog theory to go into effect. Data collection is ongoing.

### **The correlation between social isolation during senior year and college transition**

Chloe Davis

Campbell University

The purpose of my study was to see if there was a correlation between the number of face-to-face interactions a student had during their senior year of high school, during the COVID-19 pandemic, and if the student had a more positive or negative college transition. This information is prevalent right now because of the concern of the toll the pandemic has had on adolescents and emerging adults’ mental health (Magson et al, 2021). Also, college transitions were already difficult before the added stressors of a pandemic. My sample consisted of Campbell University undergraduate students, who graduated during the school year of 2020 to 2021 and were eighteen years or older. I had a total of twenty participants. The participants took my survey which consisted of three parts and took approximately three to five minutes. The three sections were two self-made scales I named, Social Life During Pandemic in High School Scale and College Transition Scale, then a modified version of Satisfaction with Life Scale (Diener et al., 1985). My results found no significant correlation or regression between the number of face-to-face interactions a student had during their senior year of high school and if the student had a more positive or negative college transition. There needs to be further research on this subject using scales with higher Cronbach alphas, my self-made scales had very low scores. There also needs to be further research with different independent variables; including family involvement and dynamic, gender, race and ethnicity.



## **Teen courts impact on recidivism, behavioral issues & comprehension of the court process**

Sara Dickerson  
Barton College

The Teen Court program is a widely known diversion program. The term “Diversion” is a government-adopted and funded program created in the 1960s to reduce the stigma behind what is known as “formal processing.” Mears et al. (2016) found that formal processing is stigmatized and unequal, so diversion was used to reduce the number of youths in courts and instead encourage participation in community organizations. I analyzed data from 70 cases within a rural North Carolina Teen Court Program to see the impacts the program had on recidivism, behavior, and comprehension of legal processes. Both parents and youth were assessed both before and after the youth completed the Teen Court program across a three-year period. Paired t-tests were used to compare parents and youth understanding of teen court processes, community resources, and legal processes in general, and child’s behavior before and after individuals participated in the Teen Court program. Both parents ( $t(42) = 7.35$ ,  $p < .0001$ ) and youth ( $t(43) = 10.75$ ,  $p < .0001$ ) reported to have a better understanding of the Teen Court process and community resources, as well as a better understanding of legal processes in general,  $t(40) = 6.37$ ,  $p < .0001$ ;  $t(43) = 9.02$ ,  $p < .0001$ , respectively. While Teen Court did not show major differences in youth behavior,  $t(41) = 1.58$ ,  $p = .122$ , it did however, help parents to better understand their child’s behavior,  $t(42) = 3.32$ ,  $p < .01$ . Implications of these findings on recidivism and behavior will be discussed in this presentation.

## **Social media: Does it really have a negative impact on happiness and life satisfaction?**

Cassandra Didinger  
Shenandoah University

Previous research has shown that social media impacts psychological functioning (e.g., happiness and life satisfaction) negatively. I predicted that more engagement on social media would result in lower levels of happiness and life satisfaction experienced by individuals. I assessed possible associations between social media usage, life satisfaction, and happiness using a correlational study design, building on previous research, such as that from Midgley et al. (2020), who found that individuals experiencing low self-esteem were vulnerable to frequent and drastic comparisons on social media, threatening an already weak self-evaluation. 142 participants from across the United States completed a survey built through Qualtrics, provided demographic information, and completed measures including the Social Media Engagement Questionnaire, Social Media Addiction Questionnaire, the Oxford Happiness Questionnaire, and the Satisfaction With Life Scale. We found that higher addiction levels to social media meant more engagement on social media, and more engagement was positively associated with higher happiness and life satisfaction. More time spent on social media was positively related to life satisfaction and happiness, contrary to our hypotheses. Overall, the results deviate from ideas of social media usage being negatively associated with life satisfaction and happiness. Our current pandemic-ridden world may have encouraged more communication through social media, where face-to-face interaction is not always feasible or safe.

## **Does face value have an impact on attribution theories**

Andrew Gaines  
Erskine College

There has been research; done on “Face Value” by Princeton University social scientist Alexander Todorov, Ph.D., and how irresistible the influence of first impressions is (2017). The purpose of this study is to measure if a person’s “Face Value” correlates with stereotypical judgments about reasons behind people’s actions, called attributions. Students at a small, religiously affiliated liberal arts college in the Southeastern United States ( $N=169$ ); were administered a survey measuring attractiveness and pre-conceptualized judgments on people in a line-up. Then the students were given six different scenarios to identify how individuals in a line-up would act based on attribution theory (situational and dispositional). The preliminary data identified one individual (out of 6) as most attractive and one as least attractive.

Preliminary data suggest a weak correlation between a person's "Face Value" and their stereotypical judgments about reasons behind people's actions.

### **Assessing the reinforcing functions of alcohol during negative incentive shifts in food reward**

Anna Grace Greenho, Emily Davis, Emily Turner, & David Hammer  
College of Charleston

"Background: Frustration-stress resulting from reward loss is a trigger for problematic alcohol consumption in humans. Previous research in our laboratory has demonstrated that transitions from favorable-to-unfavorable food reward contexts (i.e., negative incentive shifts) engender voluntary alcohol consumption in rats when it is freely available. Research Question: In this experiment, we determined if rats would work to produce ethanol during negative incentive shifts. Methods: Rats' lever presses on a fixed-ratio schedule produced food pellets. The size of the reward (either large or small) alternated within the same experimental session. Presses on a second lever produced brief access to either ethanol or sweetened-condensed milk across conditions. Results: Transitions from a just-received large reward to a signaled upcoming small food reward occasioned presses for ethanol. However, ethanol seeking occurred at a low rate relative to responding for sweetened condensed milk Discussion: The results suggest that ethanol is a relatively weak reinforcer in rats. Ongoing research seeks to determine how intermittent access to ethanol in rats homecages affects operant responding for ethanol during frustration stress engendered by negative incentive shifts."

### **The correlation between motivation types, parental education level, and grade point average**

Karlie Gries  
Campbell University

Considering what studies have shown regarding the importance that academic success can have on a student's life and future, it is important to attempt to identify and understand any possibly correlating variables. This study investigated how parental academic achievement and motivation, or grade point average (GPA) may correlate. This study also aimed to confirm previous findings of a positive correlation between intrinsic motivation and GPA. This sample consisted of 37 Campbell University undergraduate student aged 18 years or older. Pearson r correlation testing showed a significant ( $p = .050$ ) positive correlation ( $r = .329$ ) between intrinsic motivation and GPA. These results did confirm the positive correlation between intrinsic motivation and GPA in this sample as shown in previous studies. Pearson r correlation testing also showed a significant ( $p = .040$ ) negative correlation ( $r = -.349$ ) between father education attainment and intrinsic motivation in student. These results show a negative correlation within this sample and may warrant further testing that could yield more generalizable results. If this factor was tested within a larger sample with more reliable measures, more information and understanding of this relationship could come to improve fostering intrinsic motivation and academic success in students.

### **Gender and physical activity and how that correlates with academic performance in Campbell University undergraduate students**

Emma Jernigan  
Campbell University

There have been previous studies linking kids that are more active to better performance in school. The majority of the previous studies have been conducted on elementary to middle school-aged students. Since there were significant correlations found studying that population, I wanted to see if those results were similar with college students. The information from studies under this topic could provide key methods to helping students perform better academically. I chose to compare gender and time spent exercising to see if there was a correlation to college students' academic performance. Data was collected through an online survey and correlational tests were run through SPSS. The hypothesis stated that both genders would perform better academically if they were active from 3 to 10 hours a week, and research questions were stated about whether males or females performed better in each category. In the end, the hypothesis was

not supported by the data collected, with the p-value being .976 > .05. This means there is no significant correlation between time spent exercising and GPA. The research questions supported that females were more likely to have a higher GPA, spend more time studying, and perform better in classes. The last research question supported the idea that students who study between 5-6 hours a week on average had a higher GPA. This study posits that the significant correlation between younger students being more physically active and performing better does not apply to the older age group of college students.

### **Decision making influences on college students**

Samantha Johnston

Barton College

Students consider different factors to help make choices and decisions, including factors such as academics, athletics, family, friends, gender identity, location, past experience, religion, romantic relationship, social media, and possibly television. This study explored which of 12 factors influenced 55 student participants, including why they chose their college, why they play a sport, and why they joined an organization. It was expected that family and athletics influences would have the greatest influence on decision-making. Hypotheses were partially supported. Family the greatest influence in participants' choice to remain in NC (54.72%). Athletics primarily influenced participants' decision to attend (66.67%) and remain (48.08%) at their college. Friends were the greatest influence on decision-making for social activities, including Greek life (60%), clubs/organizations (41.67%), campus involvement (42.55%), and campus events (64.58%). Chi-square analyses revealed that six factors produced nonsignificant results, meaning hypotheses were supported. These sections consisted of why students chose their college, minor, joining Greek life, staying at their college, working at their college, and athletics. Five sections were significant, showing that the researchers' predictions were not accurate, including why students choose their clubs/organizations,  $\chi^2(11, N = 12) = 50.7, p < 0.001$ ; major,  $\chi^2(11, N = 48) = 30.2, p < 0.01$ ; staying in North Carolina,  $\chi^2(11, N = 53) = 30.0, p < 0.01$ ; campus involvement  $\chi^2(11, N = 47)$ .

### **Impact of social media on memory for a mock crime**

Isabella Jontz

Longwood University

Research suggests that social media use has a negative effect on memory (Tamir et al., 2018), although results for the effects on eyewitness testimony of a crime are mixed (Elphick et al., 2021; Kleider-Offutt et al., 2020). In this online experiment, 45 participants between 18-25 years old (recruited from classes and on social media) completed a questionnaire that measured time spent using social media, a Social Media Addiction Scale (SMA), scales measuring the Dark Tetrad personality traits, and various items measuring memory for events in embedded videos. Participants watched a 1-minute 'mock' crime video and were then randomly assigned to watch either (a) a video of social media clips or (b) a video from a traditional news program, both 5 minutes in length. Given the strength of emerging adults' engagement with and attention to social media, we hypothesized that viewing social media video clips would interfere more with memory for the mock crime video. We also hypothesized that Machiavellianism and sadism would positively predict, and psychopathy and narcissism would negatively predict memory. Independent samples t-tests revealed no significant differences in memory accuracy between the social media or news video groups. Our hypothesis regarding the association between memory and psychopathy was supported ( $r = -.31$ ). The lack of group differences regarding memory may be due to the simplicity of the mock crime video and memory questions, and the passive nature of the social media stimulus.

### **Relationship between indicators of psychological well-being and survey completion**

Emily Leister & Esther Kim

North Carolina State University

Surveys are widely used to examine individuals' self-reports of psychological well-being. However, systematic attrition may result in findings that are not representative of the original sample. A daily-diary study provided us with the opportunity to examine the possible associations between survey completion across multiple days and indicators of wellness. A sample of college students ( $N = 109$ ; approx. 57% female; primarily European American) reported their levels of anxiety, depression, and sadness on each of eight consecutive days. They also responded to questions about other variables that were not analyzed in the present study. Participants received a link to the survey via email each day, and more than half completed all eight surveys. Data were averaged across days. We found a linkage between psychological wellness (i.e., anxiety, sadness, and depression) and survey completion. Specifically, higher numbers of survey completion correlated with lower ratings for anxiety ( $r(107) = -.22, p = .020$ ), sadness ( $r(107) = -.19, p = .049$ ), and depression ( $r(107) = -.21, p = .034$ ). These values may underestimate the association between mental health ratings and survey completion due to the ceiling effects in the value for survey completion. Data suggest that it may be useful to take extra steps to ensure participant retention when surveying a population that is prone to anxiety and depressive symptoms. Future studies may wish to investigate strategies for ensuring survey completion amongst participants in daily-diary studies.

### **Are athletics and academics in conflict for student-athletes?**

Alexis Lewis

Barton College

Student-Athletes make up more than half the student population at Barton College. As seen at other institutions, sporting events also bring a different kind of spirit and pride for everyone involved at Barton College. But what is the student-athletes perspective? Do they feel pressure to put more into their sport than their academics? Are they overwhelmed by having to balance being a student or an athlete? With the current study, it was hypothesized that student-athletes would feel overworked and undersupported by their coaches with their academics and undersupported by their professors with their athletics. The present survey utilized a modified Subjective Wellbeing Scale (Pontin et al., 2013) to assess student-athletes satisfaction with their academics, athletics, and their student life at Barton College using a 5-point Likert scale. Using a two-tailed paired t-test, we find a significant mean difference of Athletic support ( $M = 4.00$ ) and Academic support ( $M = 3.64$ );  $M_{diff} = 0.36, t(47) = 3.68, p < 0.001$ . Student-athletes perceive more support in their athletics than their academics. They were less likely to enjoy extracurricular activities (i.e., only 25 percent of student-athletes participated in extracurricular activities). Marginally significant correlations between the number of credit hours enrolled and Academic support ( $r = -0.24, p = 0.10$ ) and Athletic support ( $r = -0.24, p = 0.10$ ), suggesting students taking more courses felt less supported in both areas. Additional analyses will be explored and discussed.

### **The associations between children's gratitude and their motivational needs**

Alexis Longinetti, Bea Perry, Micah Hoggatt, & Simone P. Nguyen

University of North Carolina Wilmington

Gratitude can be defined as a deep sense of thankfulness and appreciation (Gordon et al., 2004). This study explores the question of what children are thankful for based on children's gratitude expressions ( $N=1,241$  kindergarteners-8th graders) collected from online newspapers. Children wrote about what they were thankful for and teachers submitted responses to newspapers. Data were inputted into a statistical software program and checked by a separate research member. Before coding data, researchers went through a training process, including reading articles, passing a test about theory and coding specifics, and practicing coding sample gratitude expressions. Two coders independently coded each item ( $N=2,171$ ) in children's responses using a coding scheme based on Maslow's Theory of Motivation, which describes a hierarchy of prepotent human needs that motivate our actions to satisfy these needs (Maslow, 1943). This research focuses on two particular codes: love and belongingness and cognitive needs. Love and belongingness needs are social-emotional, focusing on interpersonal relationships. Cognitive needs are categorized as gaining a better understanding of the world through knowledge. The results showed that

40% of the coded items were gratitude for love and belongingness (e.g., "I am thankful for family") and 16% were gratitude for cognitive (e.g., "I am thankful for school") needs. This finding is important because it has implications for a better understanding of the associations between children's needs and gratitude.

### **Social media use and body image**

Toni Mauck

Longwood University

Research indicates high levels of image-based social media use is associated with lower body satisfaction and psychological distress (Andreassen et al., 2016; Kleemans et al., 2018; Sepas et al., 2021). In this study, 151 participants aged 18 to 28 (Mage = 20.00, 119 female, 31 male) completed an online questionnaire that included items measuring time spent using social media, 10 original items measuring viewing and responding to body images on social media, and an original measure of social media addiction (SMA). We predicted that females, and those with high levels of social media use and/or addiction, would be more strongly dependent upon and affected by body images they see on social media. Our results indicated that females reported significantly higher levels of social media use, and significantly higher scores on 7 of the 10 body image items, including items that specifically assessed the tendency to compare one's body image with others on social media, to be affected by body images seen on social media, to alter one's body image on social media to appear more attractive, and to feel better about themselves after altering their own photos on social media to appear more attractive. Further, females scored significantly higher on SMA than males, and scores on the SMA scale were significantly and positively correlated with all 10 body image items. Thus, our results indicate that females and those with high levels of Social Media Addiction are more susceptible to comparisons of themselves with others on social media.

### **Narcissistic or manly or both? An analysis of social media use among men**

Casey Morren

Shenandoah University

In this study, we researched the relationship between social media, masculinity, and narcissism. Because of traditional masculine gender roles discouraging self-disclosure and the displaying of emotions, we hypothesized that with a higher social media addiction score, there would be higher narcissism and lower masculinity among an all-male sample of participants. This correlational study would also find that the higher the masculinity score, the lower the social media addiction score, and the lower narcissism. 141 participants identifying as men from all over the United States were conveniently sampled through Amazon Mechanical Turk and completed multiple scales measuring narcissism, social media use, and masculinity. In addition to answering demographic questions, the participants answered questions from the Bem Sex Role Inventory, a version of the Narcissistic Personality Scale, the Selfie Posting Scale, and the Social Media Addiction Questionnaire. Men scoring higher in masculinity were more addicted to social media and more narcissistic, yet also scored higher in femininity. This research adds to previous research on social media and personality, as most prior work has focused on mixed-gender but and majority-women samples. Research on men and social media should be continued in order to learn more about changing views of masculinity on social platforms.

### **Motivation caused by anxiety is determined by the locus of control**

Joshua Mundy

Erskine College

"Research has been done on the relationship between anxiety and motivation with mixed results. A few studies show that more anxiety is related to higher motivation, while others show that more anxiety is related to less motivation. The purpose of this study is to see if locus of control is a moderating factor in this relationship to explain the disparity in research. A survey was distributed on social media using Rotter's Locus of Control Scale (LCS) to measure individual's locus of control, the General Anxiety Disorder-7 (GAD-7) Scale to measure levels of anxiety, and the Questionnaire on Current Motivation (QCM) to measure

motivation. The preliminary findings of this study see a correlation between locus of control and anxiety, and locus of control and motivation. No significant relationship between anxiety and motivation or the interaction between all three variables has been found. This study, and future research are important in finding the optimal level of anxiety for motivation and productivity.

. Keywords: Anxiety, Motivation, Locus of control

### **The association of meditation among stress and sleep quality in college students**

Sarah Nelms & Makayla Byrd  
Campbell University

Previous studies have found that high stress levels and low sleep quality are common in college students (Fish, 2019; Manigault, 2021). Studies have also shown that meditation can decrease stress and increase sleep quality in undergraduates (Shourie, 2012; Huberty et al., 2021). Although existing research evidence suggests that meditation can affect sleep quality and perceived stress, the question of gender differences has not been an area of focus in this work. Therefore, the current study employed a pre-post design to examine possible gender differences in the effect of meditation on perceived stress and sleep quality. Participants were recruited with a flyer that was distributed to all undergraduates via institutional email. The study used a quasi-experimental pretest-posttest design. Participants completed an anonymous online Qualtrics survey at the beginning and at the conclusion of the study. The online survey contained a consent section, the Perceived Stress Scale (Cohen, 1994), the Sleep Quality Scale (Yi, Shin, & Shin, 2006), and a debriefing section. The intervention in the study consisted of 10 guided meditation sessions completed via video within 14 days. Data collection and statistical analysis will be completed by the conference date. If results do show gender differences, this research could be helpful in further exploring the reasons for such differences and in applying the findings to the development and marketing of effective meditation apps. Results and potential directions for follow-up research and application.

### **Correlation between racial bias and mental health**

Raisa M. Real Pagieva  
Erskine College

"Mental health can alter a person's view on human life, and people do not always say what's on their minds when it comes to race. There has not been much research on the relationship between being the perpetrator of racial bias and having a mental health issue. The purpose of this study is to see if an individual is more susceptible to having a mental health issue if, as a moderating factor, the individual has a racial bias. A series of tests (Harvard Implicit Association Test, Mental Health America Youth Mental Health Test, Mental Health America Anxiety Test, Mental Health America Depression Test, and Mental Health America Addiction Test) were given to students from a small, Christian, southeastern, liberal-arts undergraduate college. Using SPSS, the preliminary data from this study suggests no significance in the relationship between racial bias and abnormal mental health thus far.

Keywords: Mental Health, Racial Bias, Implicit Association"

### **Effects of depressive symptomatology on binge drinking behavior in early adulthood**

Nancy Parada Garcia & Angel Hernandez  
University of North Carolina Wilmington

Alcohol misuse may result from "a mechanism to alleviate depressive symptomatology or other undesired mood/emotional states" (Cano et al., 2017, as cited in Baker et al., 2004). As a result, we should examine the impact of depressive symptoms on binge drinking in emerging adults, the "developmental period with the highest prevalence of current alcohol use" (Cano et al., 2017). This study investigates the association between depressive symptoms and emerging adults' binge drinking behavior by gender. We predict that higher levels of depressive symptoms will be associated with higher levels of binge drinking behavior among men and women. A total of 5256 young adults (65.6% male) from The National Longitudinal Study of Adolescent to Adult Health (W3) responded to questionnaires, including a six-item scale assessing



depressive symptoms and a three-item scale assessing binge drinking behavior in the previous 12 months. The average age was 21.82 years ( $SD=1.81$ ). Bivariate correlations assessed the relationship between depressive symptoms and binge drinking behavior by gender. Overall scores ( $M=2.85$ ,  $SD=2.68$ ) revealed low depressive symptom levels among participants. There was a significant correlation between depressive symptoms and binge drinking levels among women  $r(1804)=.10$ ,  $p<.000$ ; but not men  $r(3448)=.02$ ,  $p=.318$ . Findings show that higher depressive symptoms are associated with more binge drinking behavior in women, not men showing that women may cope with depression by drinking (Chaplin et al., 2008).

### **Looking on the bright side: Silver linings and identity distress in college students during COVID-19**

Neil Patel & Julia Sorensen

North Carolina State University

We examined “silver linings,” or cognitive reappraisals to find benefits within an undesired situation, among college students reporting how the COVID-19 pandemic impacted their academic and social lives. Data from 109 undergraduate students enrolled in Spring 2020 ( $M[age] = 18.9$ , 72.4% first-years) were collected through an online survey to understand pandemic-related stressful experiences, identity distress, and mental health. We hypothesized that symptoms of psychological distress as self-reported on a widely used questionnaire (DASS-21) and identity distress as self-reported on the Identity Distress Scale (IDS) would be inversely related to the frequency of silver linings presented in free response answers. Based on their responses, students were coded into three categories previously used by Jenkins et al. (2021). Students were reliably classified as “thriving” if they reported at least one silver lining ( $N=23$ ); as “surviving” if they indicated their resilience but no special benefits ( $N=27$ ); or “no silver lining” ( $N=55$ ). The surviving and thriving groups were collapsed into one category ( $N=50$ ) given the absence of differences between them on the variables of interest. In contrast to expectations, logistic regression analyses revealed that higher depression scores predicted greater chances of reporting a silver lining. No significant findings were related to anxiety or stress; however, identity distress decreased the likelihood of silver linings.

### **The effects of water aerobics on mental health**

Kazie Patzer

Barton College

Research has consistently demonstrated that aerobic exercise improves physical and mental health (e.g., Sarris et al., 2014; Weir, 2011). This study explored the use of aquatic aerobic exercise in improving both short-term (e.g., mood) and long-term mental health symptoms (e.g., stress, anxiety, and depression). It was expected that participants would experience an overall reduction in short-term symptoms but not long-term symptoms. Five participants engaged in aquatic aerobic activity for three weeks in the campus swimming pool for two sessions per week, totaling six sessions. Participants completed the Brief Mood Introspection Scale (BMIS; Mayer & Gaschke, 1988) before and after each exercise session (for a total of 12 datapoints), as well as the Depression, Anxiety, and Stress Scale (DASS-21; Lovibond & Lovibond, 1995) at the first and last sessions. Results were calculated using paired and two-sample t-tests and showed that participants had a significant improvement in their overall moods after completing sessions ( $M_{diff}=5.47$ ,  $t(4) = 7.38$ ,  $p < .01$ ), but no significant improvement in long-term stress ( $t(4) = -1.32$ ,  $p = .25$ ), anxiety ( $t(4) = -1.45$ ,  $p = .22$ ), or depression ( $t(4) = -1.87$ ,  $p = .13$ ). However, further analysis revealed that female (but not male) participants displayed significantly less anxiety at the completion of the study, ( $t(3) = -3.35$ ,  $p < .05$ ). The results from this study shine a light on how physical activity, especially water aerobic, can produce significant improvements in college students’ mental health.

### **Utilizing the CAT-A to distinguish ADHD from similar diagnoses**

Name: Grace Schroeder

College: UNC at Charlotte

The Clinical Assessment of Attention-Deficit Adult, a self-report measure of attentional symptoms in childhood and adulthood, has demonstrated its usefulness in helping clinicians identify the presence of

Attention Deficit Hyperactive Disorder. Less researched, however, is how individuals with differentiating or multiple diagnoses perform on this measure compared to those with ADHD. The current study consists of 95 participants from a large university in North Carolina. Participants were selected if they received no diagnosis, a sole diagnosis of ADHD, a psychiatric disorder, or a combined diagnosis of both ADHD and a psychiatric disorder. A One-way ANOVA was conducted on the four diagnostic groups, and six CAT-A subscales for adulthood and childhood symptoms: Attention, Hyperactivity, and Impulsivity. Results revealed that Attention and Hyperactivity in Childhood, and Attention and Impulsivity in Adulthood were significantly different based on diagnosis. Specifically, participants with a combined diagnosis or a diagnosis of ADHD scored higher than those with a psychiatric diagnosis on Attention in Childhood. Additionally, participants diagnosed with ADHD scored higher than those with no diagnosis on Hyperactivity in Childhood. In comparison, participants with combined diagnosis scored higher on both Attention and Impulsivity in adulthood than those with no diagnosis. Although there are some similarities in manifestation of different diagnoses, the largest differences occur when analyzing symptoms between child and adulthood

### **The accuracy of stereotypes relating to Autism Spectrum Disorder (ASD)**

Elizabeth Sciarabba

Campbell University

The purpose of this research study was to learn more about stereotypes and if they portray accurate information by examining the stereotypes related to Autism Spectrum Disorder (ASD). The questions sought to be answered were as follows: How accurate are the stereotypes of ASD in comparison to what ASD is as perceived by those diagnosed? Are stereotypes levels different by participant's major? Does the number of people with ASD an individual personally knows correlate with their stereotype score? Does the physical appearance of a person alter the way in which they are stereotyped? From prior knowledge and observations, researchers hypothesized (1) that the stereotypes formed around ASD reveal popular misconceptions, and (2) that participants in this study will have biases about ASD. Researchers created a self-made survey via Qualtrics. Participants were asked to answer a set of pre-questions, then were advised to watch an informative video. After watching the video, participants then completed a set of post-questions. All results from the research questions were not significant except for one: Does the physical appearance of a person alter the way in which they are stereotyped? Using a paired sample t-test, the results were significant. This indicates high bias towards physical appearances. Stereotypes are simple assumptions manifested by observational aspects. Avoiding these stereotypes and understanding what ASD is as perceived by the autistic community will help gravitate to a more neurodiverse-accepting society.

### **Utilizing the CAT-A to distinguish ADHD from similar diagnoses**

Name: Grace Schroeder

College: UNC at Charlotte      Faculty Mentor: George Demakis

### **How you view respect matters: How respect conditionality predicts basic respect and emotionality in respect**

Karina Seebaluck & Jenny Huang

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"Respect is a complex, interpersonal emotion given to others based on individuals' belief that all people have value (unconditional respect) or that they must earn respect from others (conditional respect) (Li & Fischer, 2007; Spagnoletti & Arnold 2007). Although unconditional respect relates to intergroup emotion (e.g., empathy), receiving feedback within a conditional respect dynamic may elicit a variety of emotions (e.g., awe, fear, admiration) (Laham et al., 2009; Han & Hyland, 2019). Therefore, we hypothesized that (1) individuals with unconditional respect also view receiving basic respect as more important than individuals with conditional respect; (2) individuals with conditional respect are more likely to include emotion-related words within respect experiences than those holding unconditional respect beliefs.

To test these hypotheses, 215 undergraduates reported their respect conditionality beliefs, the importance of receiving basic respect, and respect-related experiences. Two trained coders independently identified emotion words within respect experiences ( $Kappa = .89$ ).

Results: Independent sample t-tests showed those holding unconditional respect view receiving basic respect ( $M=89.92$ ,  $SD= 18.67$ ) as more important than those with conditional respect ( $M=75.91$ ,  $SD=32.13$ ;  $t[83.33]=3.28$ ,  $p<.001$ ). No differences emerge for the number of emotion-related words during respect experiences between people with conditional and unconditional respect ( $t[213]=.39$ ,  $p=.70$ ). Although these null results were surprising, the mere p"

### **Sleep behavior: Personality and intrinsic characteristics**

Joshua Stidham

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In the United States, 32.2% of people 18-24 get the proper amount of sleep (CDC, 2017). This study explores how personalities, self-efficacy, and subjective vitality (i.e., having the energy to make changes) impact behavior change. Participants ( $N = 49$ ,  $Age = 20$  years) completed the Ten-Item Personality Inventory (Gosling et al., 2003), Generalized Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), Subjective Vitality Scale (Ryan & Frederick, 1997), and modified Stanford Sleep Scale (Hoddes et al., 1972); followed by electronically-distributed sleep logs for seven days. Participants' self-efficacy scores were positively correlated with conscientiousness,  $r(49) = 0.47$ ,  $p < 0.001$ ; emotional stability,  $r(49) = 0.38$ ,  $p < 0.01$ ; and openness,  $r(49) = 0.35$ ,  $p < 0.05$ . Subjective vitality positively correlated with emotional stability,  $r(49) = 0.52$ ,  $p < 0.001$ . A significant correlation between self-efficacy and subjective vitality was found,  $r(49) = 0.42$ ,  $p < 0.01$ , and a linear regressions analysis revealed a significant relationship between the two, with higher levels of self-efficacy indicating higher levels of subjective vitality,  $t(1) = 3.13$ ,  $p < 0.01$ . Sleep analysis revealed participants with greater subjective vitality made significant improvements in the amount of sleep,  $t(1) = 2.17$ ,  $p < 0.05$ . A factorial regression examining the interaction between self-efficacy and subjective vitality approached significance,  $t(1) = -1.97$ ,  $p = 0.06$ . Implications, interactions with personality traits, and applications will be discussed.

### **ADHD and its impacts on the working memory of college students**

Jeanelys Suarez

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Attention-Deficit Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders (U.S. DHHS, 2021). The three components of ADHD are inattentive, hyperactivity, and impulsivity (APA, 2013) which could impact working memory (Cowan, 2014). I hypothesized that hyperactivity would have a more significant impact on working memory than inattention or impulsivity. Participants ( $N = 53$ ) completed the Memory Mistakes portion of the Multifactorial Memory Questionnaire (Troyer & Rich, 2002), as well as the Adult ADHD Self-Report Scale (WHO). Linear regression analysis showed significant impacts of ADHD symptoms on working memory mistakes of college students,  $F(3,49) = 256.05$ ,  $p < .0001$ ,  $R^2 = .94$ . There was no significant impact of hyperactivity ( $t(1) = -0.22$ , ns) or impulsivity ( $t(1) = 1.06$ , ns) on working memory mistakes, but participants with higher inattention levels displayed more working memory errors,  $t(1) = 7.89$ ,  $p < .0001$ . When analyses were grouped by gender, both male and female participants were equally impacted by inattention,  $t(1) = 5.21$ ,  $p < .0001$ ;  $t(1) = 6.34$ ,  $p < .0001$ , respectively; however, female participants with higher levels of impulsivity produced significantly more memory mistakes,  $t(1) = 2.14$ ,  $p < .05$ . Male participants with higher levels of impulsivity did not experience the same working memory mistakes,  $t(1) = -0.71$ . Counter to hypotheses, neither male nor female participants with hyperactivity had working memory deficits. These results suggest the importance of how ADHD impacts females.

### **Effect of criminal defendants' attractiveness, crime, and juror gender on sentence severity**

Victoria Tumilty

#### High Point University

Each year, hundreds of thousands of jurors are asked to judge a defendant's guilt. Understanding factors that influence these decisions is crucial. The attractive-leniency bias and juror gender influence judgments of sentencing (Kulka & Kessler, 1978; Stewart, 1985; Scroggs, 1976; Papenbrook, 2013; Meaux et al., 2018). This series of studies explored these factors in addition to the type of crime. One hundred ten traditional undergraduate students participated (87 women) with an average age of 19.2 years. The mixed factorial design included crime and attractiveness as repeated-measures variables. Participants viewed nine criminal scenarios that included a description of the crime (motor-vehicle theft, rape, murder) accompanied by an attractive mugshot, an unattractive mugshot, or no mugshot (control). Participants selected the appropriate sentence ranging from probation to life imprisonment. An interaction between type of crime and level of attractiveness was hypothesized. Women were hypothesized to deliver harsher sentences. The hypothesized interaction was not observed,  $p = 0.56$ ,  $r^2 \leq 0.01$ . Participant gender did not significantly affect sentence severity,  $p = 0.79$ ,  $r^2 \leq 0.01$ . Crime ( $p = 0.001$ ,  $r^2 = 0.73$ ) and attractiveness ( $p = 0.039$ ,  $r^2 = 0.03$ ) both significantly affected sentence severity alone. The "attractive criminal" is sensationalized in media. These findings provide hope for the legal system as people may no longer be influenced solely by a defendant's physical appearance when it comes to sentence decision-making.

#### **Alpha wave binaural beats and their effect on attention in college students**

Caroline Van Deusen

Erskine College

The maintenance of attention and focus has become a widely discussed topic specifically in student populations. As sustaining attention becomes more difficult for students, many methods for increasing sustained attention have been researched, including binaural beats. The term binaural beats describes the sine tone that is created when two signals are played in separate ears. Extensive research has been conducted on the effects of binaural beats, which has yielded mixed results. It was hypothesized that alpha wave binaural beats of 10 hertz will increase attention quantified by a Continuous Performance Task. Continuous Performance Tasks (CPTs) have been shown to be an accurate measure of attention. The CPT used in this study is the PEBL Continuous Performance Task-AX modeled after the Conner's CPT. Participants ( $N=24$ ) were sorted randomly into an experimental and control group, with the control group listening to 2 minutes of volume-controlled soft rain as white noise and the experimental group listening to 2 minutes of volume-controlled rain paired with 10-hertz alpha frequency binaural beats. Both groups used headphones. Immediately following the stimulus, participants then completed the PEBL CPT. Preliminary data suggest that those who listened to the binaural beats had a slight increase in sustained attention, compared with the control group.

#### **The impact of emotional and financial stress on the academic performance of college students experiencing food insecurity**

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North Carolina State University

Many college students today experience food insecurity. Prior research shows food insecurity occurs at high rates and is associated with academic difficulties compared to students not facing food insecurity. These challenges increased during the pandemic. We evaluated if mental and financial stressors of these students during the pandemic were associated with students' academic performance. We administered a 24-item online survey to a representative sample of 7,641 students at our Research I university. To measure food insecurity, we used the USDA Food Security Survey Module 6-item version, with a 30-day timeframe. 23% of students ( $N=304$ ) met criteria for food insecurity. Survey items included indicators of academic performance (i.e., reduced credit hours, lower grades than usual), wellness (using the 5-item WHO screening tool), and financial stress (experienced more than usual). Chi square analyses showed that financial stress was significantly associated with reduced credit hours ( $p \leq .001$ ) but not with lower grades ( $p = .063$ ). In contrast, poor wellness was significantly associated with lower grades ( $p \leq .01$ ) but not with reduced

credit hours. Findings suggest that different types of stress among students who are dealing with inadequate food and nutrition are associated with certain academic challenges. Specifically, inadequate financial resources lead to students reducing credit hours, which could delay students' graduation. Emotional stress and symptoms of poor wellness (e.g., disturbed sleep, feeling anxious) impact students' grades.

#### **A virtual mindfulness-based intervention for college students with health conditions or disabilities**

Carmen Walker

East Carolina University

College students with health conditions/disabilities are vulnerable to mental health problems and have additional stressors. Intervention research in this population is sparse. Koru, a mindfulness-based intervention (MBI) for college students, reduces symptoms of depression, anxiety, and stress. There is no research on a virtual version of Koru, which is important due to the COVID-19 pandemic. This study examines feasibility, acceptability, and efficacy of a virtual Koru with accessibility features for college students with health conditions/disabilities. I hypothesize the virtual Koru MBI will be feasible and acceptable, and fewer psychological symptoms will be reported post-Koru. Students at a southeastern university who have health conditions/disabilities are recruited via faculty emails and Disability Support Services. A doctoral student facilitates Koru in four live weekly sessions via video conferencing. Following Koru, participants complete anonymous evaluations and participate in focus groups. Pre- and post-surveys assess psychological symptoms, mindfulness, and disability identity. One wave of recruitment, Koru implementation, and data collection is complete. A second wave is scheduled. Interest of students with health conditions/disabilities and study protocol practicality determine feasibility. Evaluation and focus group data and completion, dropout, and adverse event rates determine acceptability. Preliminary efficacy will be determined by comparing pre and post-survey data. Implications will be discussed.

#### **How interest in true crime effects levels of perceived risk in female college students**

Rachel Walker

Meredith College

Through previous research, it was concluded that fear has strong ties to perceived risk of being the victim of a crime (Brown & Reed, 2012). This topic has been studied across racial and gender lines (Lee and Hilinski-Rosick, 2012; Russo et al., 2011), however, these significant variations never determined whether there are strong connections between perceived risk of victimization in women and the amount of true crime media they consume or their general knowledge pertaining to crime in their area. We hypothesized that women who observed an elevated amount of true crime media would have increased levels of fear pertaining to their own perceived risk and potential for victimization. Participants were individuals (N = 34) from a small private women's college. Participants were asked to complete a short online survey to test the correlation between level of anxiety surrounding their possible victimization and true crime media consumption. Victimization was measured with separate scores for the fear scale: precautionary behaviors and fear of crime. The findings of this study showed that there was not a statistically significant relationship between true crime media consumption and taking precautionary behavior ( $p = .48$ ) or fear of crime ( $p = .25$ ). Findings for this study may be limited by the small sample and the lack of random sampling. Research implications of this study highlight the need for a diverse population as well as myriad locations. This would greatly increase the potential to collect more representative research.

#### **Obesity education and its impact on weight bias in the undergraduate population**

Katherine West

Campbell University

Weight bias has been a topic of discourse across disciplines for an extended period, but its multifaceted nature makes studying the topic a challenge. The primary goal of this study was to evaluate if an empathetic, educational, or combined approach would be most effective in decreasing weight bias and

increasing knowledge on the factors of obesity. The study's sample consisted of students from a mid-sized Private university in the US ( $n=82$ ). Each individual was randomly assigned to an intervention group: 1) a video focusing on an educational approach, 2) a video focusing on an empathetic approach, and 3) a flyer combining the educational and empathetic approaches. Within the pre- and post-intervention sections, participants answered 9 questions from the Antifat Attitudes Questionnaire (Crandall, 1994) and 3 questions assessing knowledge on the biopsychosocial factors of obesity. Results from the two-way mixed ANOVAs revealed the interventions produced significant decreases in weight bias and increases in knowledge (empathy:  $F(1,79)= 47.329$ ,  $p<.001$ , partial  $\eta^2= .375$ ; knowledge:  $F(1,79)= 24.969$ ,  $p<.001$ , partial  $\eta^2= .242$ ), but no significant differences between interventions were found (empathy:  $F(2,79)= .388$ ,  $p= .679$ , partial  $\eta^2= .010$ ; knowledge:  $F(1,79)= 1.434$ ,  $p= .245$ , partial  $\eta^2= .035$ ). Findings show that the interventions were effective in decreasing bias and increasing knowledge, which can be used to create materials to distribute throughout the university to combat the discrimination that obese individuals face daily.

### **The prevalence of mental health issues and treatment seeking behaviors in student-athletes**

Sierra Wolter

Erskine College

Previous research has found that despite suffering from various mental health disorders, student-athletes tend to avoid seeking treatment. The present study examines the prevalence of mental health and treatment-seeking behaviors in student-athletes at a small, religiously affiliated liberal arts college in the Southeastern United States. Participants were split into two groups based on their status as either a student or student-athlete. Both groups were administered the Symptoms and Assets Scale, as well as, Inventory of Attitudes Towards Seeking Help Services. Using SPSS, Correlational tests were used in each group to compare the relationship between mental health and underutilization of treatment. Preliminary data suggest that mental health looks different in everyone regardless of being an athlete, but the treatment-seeking behaviors are limited when it comes to student-athletes compared to non-student athletes. The results imply that there is a social construct within athletics that mental health problems are not taken seriously enough where it is either conditioned in or considered taboo in athletic programs.

Keywords: Mental Health, Student-Athletes, Treatment Seeking Behaviors



