My Schedule

<table>
<thead>
<tr>
<th>Morning Session</th>
<th>Presenter</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00</td>
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<thead>
<tr>
<th>Afternoon Session</th>
<th>Presenter</th>
<th>Location</th>
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<tr>
<td>1:30</td>
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<td>2:30</td>
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</tbody>
</table>

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!
2024 Carolinas Psychology Conference Proceedings

Schedule of Events 4
Presentation Locations 4
Campus Maps 5
Guest Speaker 7
APS Psychology Jeopardy 7
Past Invited Speakers 8
Schedule of Presentations 10
Index of Presentations by First Author 15
Presentation Abstracts by time (virtual program) 18

Acknowledgements

Conference Executive Committee
Student Chairs Emily Hales
Jacquetta McMillan
Faculty Advisor Dr. Katherine Van Allen
Administrative Coordinator Ms. Este Tucker

Committee Chairs
Registration Chair Hannah Vogel
Hospitality Chair Reese Lawhon
Moderator/Door Monitor Chair Jeannie Biggs
Social Media Chair Camryn Haines
Jeopardy Chair Bryanne Lee

Save the Date!
The 50th Annual Carolinas Psychology Conference will be held
Saturday, April 12, 2025
Schedule of Events

All events take place on Saturday, April 13, 2024, 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 121 - 125
10:45 - 12:00  Keynote Address
by Dr. Antonio Puente  Lynch Auditorium
12:00 - 1:30  Lunch Break (lunch will be provided)  Student Union
1:30 - 2:45  Session II: Student Paper Presentations  Rooms 121 - 125
3:00 - 4:00  APS Psychology Jeopardy
with Dr. Jim Kalat (NCSU)  Lynch Auditorium

Presentation Locations

<table>
<thead>
<tr>
<th>Room</th>
<th>Session 1 (9:00 - 10:30)</th>
<th>Session 2 (1:30 – 2:45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Clinical/Developmental I</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>122</td>
<td>Cognition/Experimental I</td>
<td>Cognition/Experimental II</td>
</tr>
<tr>
<td>123</td>
<td>Emotion/Health/Personality I</td>
<td>Emotion/Health/Personality II</td>
</tr>
<tr>
<td>124</td>
<td>Social/Community I</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>125</td>
<td>Social/Community II/Sports</td>
<td>Social/Community III</td>
</tr>
</tbody>
</table>

- An index of names of the FIRST authors with their presentation sessions can be found starting on page 15.
- Full abstracts begin on page 17 in the same order as the index of first authors (virtual program only).
Antonio E. Puente, PhD, was born in La Habana, Cuba and emigrated to the US in 1960. Puente received his PhD from the University of Georgia. He has taught at the University of North Carolina Wilmington (UNCW) since 1981 and prior to that at St. George’s University School of Medicine. His primary teaching activities include Brain and Behavior, Clinical Neuropsychology, and History of Psychology. Puente is founding director of UNCW’s Centro Hispano, and his research focuses on the interface between culture and neuropsychology. Puente founded and edited the journals Neuropsychology Review and Journal of Interprofessional Education & Practice as well as a neuropsychology book series. He has published 10 books, 93 chapters, and 123 scientific articles in several languages.

Puente is a Professor of Psychology at the University of North Carolina Wilmington, maintains a private practice in clinical neuropsychology, and is the founder (2002) and co-director of mental health services at the Cape Fear Clinic, a bilingual multi-disciplinary health center serving the indigent. He served as APA’s advisor for 15 years to the American Medical Association’s (AMA) Current Procedural Terminology (CPT) prior to serving for an additional 8 years as one of 17 members of the AMA CPT Panel.

Puente served as president of the NC Psychological Association, NC Psychological Foundation, the Hispanic Neuropsychological Association, National Academy of Neuropsychology, Society for Clinical Neuropsychology (Division 40 of APA), and Society for Behavioral Neuroscience and Comparative Psychology (Division 6 of APA), as well as President of the American Psychological Association.

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.
<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>School</th>
<th>Name</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2023</td>
<td>April 12</td>
<td>Campbell</td>
<td>Kurt Gray</td>
<td>Understanding Moral Divides</td>
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<tr>
<td>2022</td>
<td>April 9</td>
<td>Campbell</td>
<td>Denzel Jones</td>
<td>Playing Inside the Box: The Importance of Creativity and Authenticity</td>
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<td>2021</td>
<td>April 17</td>
<td>Campbell</td>
<td>Valerie Hoots</td>
<td>Virtual: Work for Today What You Want for Tomorrow</td>
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<tr>
<td>2020</td>
<td>April 18</td>
<td>Campbell</td>
<td>Sarah Gaither</td>
<td>Virtual: Multiple Identities = Multiple Yous</td>
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<tr>
<td>2019</td>
<td>April 13</td>
<td>Campbell</td>
<td>Gabrielle Principe</td>
<td>How Everyday Conversations Shape Children’s Memory for Experience</td>
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<tr>
<td>2018</td>
<td>April 21</td>
<td>Campbell</td>
<td>Lauren Fowler</td>
<td>Challenge Accepted! Turning research roadblocks into opportunities</td>
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<tr>
<td>2017</td>
<td>April 22</td>
<td>Campbell</td>
<td>Matthew McBee</td>
<td>Psychological Theories and Empirical Research: Closing the Loop for Better Science</td>
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<tr>
<td>2016</td>
<td>April 16</td>
<td>Campbell</td>
<td>Shelley L. Amen</td>
<td>Research Careers in the Psychological Sciences: A Case Study in Trial, Error and Perseverance</td>
</tr>
<tr>
<td>2015</td>
<td>April 18</td>
<td>Meredith</td>
<td>Jean Twenge</td>
<td>Modern Culture and Individualism: Has Self-Focus made Us Better or Worse?</td>
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<tr>
<td>2014</td>
<td>April 12</td>
<td>Meredith</td>
<td>NO SPEAKER</td>
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<tr>
<td>2013</td>
<td>April 20</td>
<td>Meredith</td>
<td>Lisa Amaya-Jackson</td>
<td>Trauma in the Lives of Children</td>
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<tr>
<td>2012</td>
<td>April 14</td>
<td>Meredith</td>
<td>Jerome Siegel</td>
<td>The Adaptive Function of Sleep</td>
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<tr>
<td>2011</td>
<td>April 9</td>
<td>Meredith</td>
<td>Jennifer Etnier</td>
<td>Can Exercise Make You Smarter?</td>
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<tr>
<td>2010</td>
<td>April 17</td>
<td>Meredith</td>
<td>David Sherman</td>
<td>Health Psychology: The Interface of Basic and Applied Research</td>
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<tr>
<td>2009</td>
<td>April 18</td>
<td>Meredith</td>
<td>Susan Clayton</td>
<td>Conservation Psychology: Understanding and Promoting Human Care for Nature</td>
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<td>2008</td>
<td>April 4-5</td>
<td>Meredith</td>
<td>Abigail Baird</td>
<td>The Teen Species: Anatomy, Physiology and a bit of Zoology</td>
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<td>2007</td>
<td>April 30-31</td>
<td>NCSU</td>
<td>Rachel Herz</td>
<td>Odor-Associative Learning and Emotion: Perception, Memory and Behavior</td>
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<td>2006</td>
<td>April 21-22</td>
<td>Meredith</td>
<td>James Gallagher</td>
<td>The Role of Psychology in Public Policy</td>
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<td>2005</td>
<td>April 15-16</td>
<td>NCSU</td>
<td>James P. Motiff</td>
<td>Reflections and Introspections: A look at life as a Psychologist</td>
</tr>
<tr>
<td>Year</td>
<td>Date</td>
<td>Institution</td>
<td>Name</td>
<td>Title</td>
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<td>2004</td>
<td>April 11-12</td>
<td>Meredith</td>
<td>Jean M. Twenge</td>
<td>Individualism and Despair: Birth Cohort Changes in Personality and Live Outlook 1931-2002</td>
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<td>2003</td>
<td>April 11-12</td>
<td>NCSU</td>
<td>Robert Provine</td>
<td>Laughter</td>
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<td>2002</td>
<td>April 12-13</td>
<td>Meredith</td>
<td>G. Reid Lyon</td>
<td>The Neuropsychology of Learning Disabilities</td>
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<td>2001</td>
<td>April 6-7</td>
<td>NCSU</td>
<td>Judy DeLoache</td>
<td>Becoming Symbol Minded...</td>
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<td>2000</td>
<td>April 7-8</td>
<td>Meredith</td>
<td>James Pennebaker</td>
<td>(25th Anniversary) Trauma, Language, and Heath</td>
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<td>1999</td>
<td>April 9-10</td>
<td>NCSU</td>
<td>Stanley Finger</td>
<td>Publish or Perish: Two Sad Tales About the Brain and Behavior</td>
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<td>1998</td>
<td>April 3-4</td>
<td>Meredith</td>
<td>Stephen Ceci</td>
<td>Is the truth in jeopardy? Cognitive and social factors that influence the accuracy of children’s testimony</td>
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<td>1997</td>
<td>April 11-12</td>
<td>NCSU</td>
<td>Allen Gardner</td>
<td>Signs of Language in Cross-Fostered Chimpanzees</td>
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<td>1996</td>
<td>April 12-13</td>
<td>Meredith</td>
<td>Ann Howard</td>
<td>The Changing Nature of Work</td>
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<tr>
<td>1995</td>
<td>April 7-8</td>
<td>NCSU</td>
<td>Paul Rozin</td>
<td>The Cultural Evolution of Disgust</td>
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<td>1994</td>
<td>April 8-9</td>
<td>Meredith</td>
<td>Margaret Matlin</td>
<td>Bimbos and Rambos: The Cognitive Basis of Stereotypes</td>
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<td>1993</td>
<td>April 2-3</td>
<td>NCSU</td>
<td>Debora Baldwin</td>
<td>Stress and the Immune System</td>
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<tr>
<td>1992</td>
<td>April 10-11</td>
<td>Meredith</td>
<td>Alfred Owens</td>
<td>Psych for Real Life: Reviving the Early Functionalists’ Agenda</td>
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<td>1991</td>
<td>April 12-13</td>
<td>NCSU</td>
<td>Sandra Scarr</td>
<td>Love and Work: Challenge For Families Today</td>
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<td>1990</td>
<td>April 20-21</td>
<td>Meredith</td>
<td>Jane Goodall</td>
<td>Thirty Years At Gombe Stream</td>
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<td>1989</td>
<td>April 7-8</td>
<td>NCSU</td>
<td>James Butcher</td>
<td>Revising the MMPI</td>
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<td>1988</td>
<td>April 8-9</td>
<td>Meredith</td>
<td>Elliott Aronson</td>
<td>Applic. Of Social Psychology</td>
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<td>1987</td>
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<td>NCSU</td>
<td>Susan Schiffman</td>
<td>Applied Taste/Smell Res.</td>
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<td>1986</td>
<td>April 4-5</td>
<td>Meredith</td>
<td>Julian Rappaport</td>
<td>Univ. &amp; Sense of Community</td>
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<td>1985</td>
<td>April 12-13</td>
<td>NCSU</td>
<td>Elizabeth Loftus</td>
<td>Eyewitness Testimony</td>
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<td>1984</td>
<td>April 6-7</td>
<td>Meredith</td>
<td>Wilse Webb</td>
<td>Nature of Sleep</td>
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</table>
Schedule of Presentations

Clinical/Developmental I  Room 121  9:00 - 10:30

9:00  Trauma Center Trauma-Sensitive Yoga Programs on Campus: Student Needs, Interest, and Preferences
Name: Aaliyah N. Buford
College: East Carolina University
Faculty Mentors: Kelsey Dietrich & Christyn Dolbier

9:15  Assessing the Relationship Between Indicators of ADHD and Depression/Anxiety
Name: Hannah Vogel
College: Campbell University
Faculty Mentor: Jutta Street

9:30  The Under Representation of Mental Health and Trauma Coping within the Black Community
Name: Asia Reddick-Baker
College: Barton College
Faculty Mentor: Tamara Avant

9:45  The Influence of the Media and Trauma Culture on the Perception of Post-Traumatic Stress Disorder in Veterans
Name: Catherine Wood
College: Barton College
Faculty Mentor: Tamara Avant

10:00  Evaluating Trust in Physicians with a QuantCrit Lens
Name: Claire Jacoby
College: Meredith College
Faculty Mentor: Candalyn Rade
### 10:15
Harnessing Community Insights and Collaboration: Developing a Film-Based Parenting Intervention for Burmese Migrant Families in Thailand  
Name: Jeslyn Brouwers & Stephanie Eagling-Peche  
College: Duke University  
Faculty Mentor: Eve Puffer

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<th>Presenter</th>
<th>Institution</th>
<th>Faculty Mentor</th>
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<tr>
<td>9:00</td>
<td>An Investigation of Change Blindness</td>
<td>Brinley Warren</td>
<td>William Peace University</td>
<td>Jennifer Blush</td>
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<tr>
<td>9:15</td>
<td>The Effect of the Cleanliness-Morality Metaphor on Moral Judgements</td>
<td>Josie Schoenberg</td>
<td>Guilford College</td>
<td>Julie Jacks</td>
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<tr>
<td>9:30</td>
<td>Influence of Imagining the Future on Time Discounting Across the Adult Lifespan</td>
<td>Kennedy Black</td>
<td>Duke University</td>
<td>Gregory Samanez-Larkin</td>
</tr>
<tr>
<td>9:45</td>
<td>Translation and Adaptation of the Embraced Neuropsychological Battery into German</td>
<td>Marla Allen</td>
<td>UNC Wilmington</td>
<td>Antonio E. Puente</td>
</tr>
<tr>
<td>10:00</td>
<td>The EMBRACED Battery: Navigating Challenges and Seizing Opportunities in Cross-Cultural Neuropsychological Assessment</td>
<td>Andy Ontiveros &amp; Catherine Carlson</td>
<td>UNC Wilmington</td>
<td>Antonio E. Puente</td>
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### Emotion/Health/Personality I

<table>
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<tr>
<th>Time</th>
<th>Title</th>
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<th>Institution</th>
<th>Faculty Mentor</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Effects of Divorce in Childhood Found to Persist through Young Adulthood</td>
<td>Madison Clayton</td>
<td>Erskine College</td>
<td>Cynthia Midcalf</td>
</tr>
<tr>
<td>9:15</td>
<td>Examining Levels of Loneliness and Social Anxiety in College Students and Their Relationship Across Different Phases of The Pandemic</td>
<td>Jordan Signorelli</td>
<td>East Carolina University</td>
<td>Christyn Dolbier</td>
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<tr>
<td>9:30</td>
<td>ADHD Symptoms Predict Diminished Self-Esteem in Emerging Adulthood</td>
<td>Mike De Zanger</td>
<td>Erskine College</td>
<td>Cynthia Midcalf</td>
</tr>
<tr>
<td>9:45</td>
<td>Movement, mindfulness, and music: Potential therapeutic benefits of ecstatic dance</td>
<td>Madison England &amp; Alder Donovan-Cook</td>
<td>Warren Wilson College</td>
<td>Martha Knight Oakley</td>
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</table>
10:00  Loneliness, Television Usage, and Media-Based Escapism  
Name: Hannah Jordan  
College: Charleston Southern U.  
Faculty Mentor: Christina Sinisi

10:15  Investigation of the impact of ADHD and psychostimulant medication on student worry  
Name: Alana DeLawter & Elena Zelenina  
College: UNC Asheville  
Faculty Mentor: Mario Herrera

Social/Community I  
Room 124  
9:00 - 10:30

9:00  Identifying Gender Differences in Reasoning for Dating and Hookup Culture  
Name: Emma Carew & Cody Shane  
College: Campbell University  
Faculty Mentor: Jutta Street

9:15  Effects of Restorative Justice Programs vs. Traditional Suspension Methods on the School to Prison Pipeline: How does discipline effect recidivism?  
Name: Cara Davis  
College: Barton College  
Faculty Mentor: Tamara Avant

9:30  Meredith College Student Success Center: An Analysis of Usage and Effectiveness Among Students  
Name: Brynn Oliver & SarahElla Trustman  
College: Meredith College  
Faculty Mentor: Candalyn Rade

9:45  Exploring Gender Differences in the Endorsement of Sexual Consent Beliefs  
Name: Emi Curia  
College: UNC at Greensboro  
Faculty Mentors: Levi Baker-Russell & Ashlyn Brady

10:00  Correlations between Deprivation and Semantic Verbal Fluency  
Name: Darby Watford  
College: C. of Charleston & Medical U. of SC  
Faculty Mentors: Andreana Benitez & Daniel Greenberg

10:15  Military-Classified Undergraduate Students’ Sense of Belonging on College Campuses  
Name: Fabrizio Anderson-Falconi, Emma Carew, Holly Castillo, Kourtney Cook, Brooklyn Jessup, Charisma Morgan, Rebecca Roope, & Hannah Vogel  
College: Campbell University  
Faculty Mentor: Jutta Street

Social/Community II/Sports  
Room 125  
9:00 - 10:30

9:00  The Relationship Between Religion, Self-Esteem, and the Meaning of Life  
Name: Katie Hansen  
College: Barton College  
Faculty Mentor: Tamara Avant

9:30  The differences between male/male and female/female friendships as it relates to intimacy, closeness, and how society affects them  
Name: Paige White  
College: Barton College  
Faculty Mentor: Tamara Avant
<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Name</th>
<th>College</th>
<th>Faculty Mentor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:45</td>
<td>Perceptions of Campus Safety</td>
<td>Karlie Gwyn</td>
<td>Montreat College</td>
<td>Mark Hunter</td>
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<tr>
<td>10:00</td>
<td>The Correlation of the NEO Five-Factor Inventory-3 Scores and Grit Scores in Montreat College Students</td>
<td>Kilia Hasty</td>
<td>Montreat College</td>
<td>Mark Hunter</td>
</tr>
<tr>
<td>10:15</td>
<td>The Effects of Music-Induced Emotion on Motivation in Collegiate Athletes</td>
<td>Jaquan Lynch</td>
<td>Barton College</td>
<td>Dr. Tamara Avant</td>
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### Clinical/Developmental II  
Room 121  
1:30 - 2:45

<table>
<thead>
<tr>
<th>Time</th>
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<th>Name</th>
<th>College</th>
<th>Faculty Mentors</th>
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<tbody>
<tr>
<td>1:30</td>
<td>Increasing STEM belonging by broadening children’s perspective of science</td>
<td>Dena Silver, Janvi Kavathia, &amp; Maria Brown</td>
<td>Duke University</td>
<td>Tamar Kusnir and Sarah Gaither</td>
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### Cognition/Experimental II  
Room 122  
1:30 - 2:45

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Name</th>
<th>College</th>
<th>Faculty Mentor</th>
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<tbody>
<tr>
<td>1:30</td>
<td>Social Anxiety's Impact on Remembering New People</td>
<td>Draye Boyd</td>
<td>Charleston Southern U.</td>
<td>Christina Sinisi</td>
</tr>
<tr>
<td>1:45</td>
<td>How Long Does It Last?</td>
<td>Levi Moyer</td>
<td>College of Charleston</td>
<td>Cindi May</td>
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</table>
2:00 The Effect of Music's Tonality, Tempo, and Texture on the Interpretation of Text
Name: Ethan Harper
College: Erskine College
Faculty Mentor: Cynthia Midcalf

2:15 Do Acoustic Vibrations Influence Behavior of Fish?
Name: Mayuko Torii
College: Barton College
Faculty Mentor: Tamara Avant

Emotion/Health/Personality II Room 123 1:30 - 2:45

1:30 The Efficacy of Spravato as Treatment for Treatment-Resistant Depression
Name: Bayan Haseem
College: Warren Wilson College
Faculty Mentor: Jennifer Mozolic

1:45 Seasonal Changes and Mood
Name: Marissa Barber
College: Barton College
Faculty Mentor: Tamara Avant

2:00 The Efficacy of Group Ketamine-Assisted Internal Family Systems Psychotherapy
Name: Emma Smith
College: Warren Wilson College
Faculty Mentor: Jennifer Mozolic

2:15 Attitudes and Perceptions of College Students who have Siblings with Disabilities
Name: Evelyn Voegeli
College: Western Carolina U.
Faculty Mentor: Ellen Sigler

2:30 Combating Stress Levels with Animal Intervention
Name: Ashlee Lynd
College: Barton College
Faculty Mentor: Tamara Avant

Emotion/Health/Personality III Room 124 1:30 - 2:45

1:30 Emotional Triggering through Media and Favorite Television Series
Name: Ta’Jion Jeanty
College: Barton College
Faculty Mentor: Tamara Avant

1:45 Correlation Between Posttraumatic Stress Disorder and Substance Use Disorder: Implications for Intervention and Rehabilitation
Name: Sarah McCombs
College: Erskine College
Faculty Mentor: Cynthia Midcalf

2:00 What is the Effect of Working out on Romantic Relationships?
Name: Rachel Cramer
College: Charleston Southern U.
Faculty Mentor: Christina Sinisi

2:15 Doctored Distress: The Impact of Anxiety upon Trust in Physicians
Name: Nathanael A. Bierly
College: U. of Mount Olive
Faculty Mentors: David C. Shields, Natalie Kemp, & Lori A. Sheppard
Social/Community III

Room 125 1:30 - 2:45

1:30  
**Fear of Crime and Perception of Risk on a College Campus**  
Name: Sara Shuller  
College: Meredith College  
Faculty Mentor: Candalyn Rade

2:00  
**Latine Cultural Values and Cognitive-Behavioral Outcomes**  
Name: Reagan Johnson & Eduardo Rosales Hernandez  
College: UNC Wilmington  
Faculty Mentor: Maria G. Espinosa-Hernandez

2:15  
**How do you show respect in your family?**  
Name: Alan Gomez & Yamil Pena-Ventura  
College: Sampson Comm College  
Faculty Mentor: Sarah Burgin

2:30  
**A Response on Lack of Response: Survey Climate and Behaviors in Undergraduates**  
Name: SarahElla Trustman & Shae-Lynn Henderson  
College: Meredith College  
Faculty Mentor: Candalyn Rade

### Index of First Authors

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Marla</td>
<td>Cognition/Experimental I</td>
</tr>
<tr>
<td>Anderson-Falconi</td>
<td>Fabrizio</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>Barber</td>
<td>Marissa</td>
<td>Emotion/Health/Personality II</td>
</tr>
<tr>
<td>Bierly</td>
<td>Nathanael</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>Black</td>
<td>Kennedy</td>
<td>Cognition/Experimental I</td>
</tr>
<tr>
<td>Boyd</td>
<td>Draye</td>
<td>Cognition/Experimental II</td>
</tr>
<tr>
<td>Brouwers</td>
<td>Jeslyn</td>
<td>Clinical/Developmental I</td>
</tr>
<tr>
<td>Buford</td>
<td>Aaliyah</td>
<td>Clinical/Developmental I</td>
</tr>
<tr>
<td>Carew</td>
<td>Emma</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>Clayton</td>
<td>Madison</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Cramer</td>
<td>Rachel</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>Curia</td>
<td>Emi</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>Davis</td>
<td>Cara</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>De Zanger</td>
<td>Mike</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Name</td>
<td>First Name</td>
<td>Program</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>DeLawter</td>
<td>Alana</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Ellison</td>
<td>Emma</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>England</td>
<td>Madison</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Gabbidon</td>
<td>Alyssa</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>Gomez</td>
<td>Alan</td>
<td>Social/Community III</td>
</tr>
<tr>
<td>Gwyn</td>
<td>Karlie</td>
<td>Social/Community II/Sports</td>
</tr>
<tr>
<td>Hansen</td>
<td>Katie</td>
<td>Social/Community II/Sports</td>
</tr>
<tr>
<td>Harper</td>
<td>Ethan</td>
<td>Cognition/Experimental II</td>
</tr>
<tr>
<td>Haseem</td>
<td>Bayan</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>Hasty</td>
<td>Kilia</td>
<td>Social/Community II/Sports</td>
</tr>
<tr>
<td>Jacoby</td>
<td>Claire</td>
<td>Clinical/Developmental I</td>
</tr>
<tr>
<td>Jeanty</td>
<td>Ta'Jion</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>Johnson</td>
<td>Reagan</td>
<td>Social/Community III</td>
</tr>
<tr>
<td>Jordan</td>
<td>Hannah</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Lynch</td>
<td>Jaquan</td>
<td>Social/Community II/Sports</td>
</tr>
<tr>
<td>Lynd</td>
<td>Ashlee</td>
<td>Emotion/Health/Personality II</td>
</tr>
<tr>
<td>McCombs</td>
<td>Sarah</td>
<td>Emotion/Health/Personality III</td>
</tr>
<tr>
<td>Moyer</td>
<td>Levi</td>
<td>Cognition/Experimental II</td>
</tr>
<tr>
<td>Oliver</td>
<td>Brynn</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>Ontiveros</td>
<td>Andy</td>
<td>Cognition/Experimental I</td>
</tr>
<tr>
<td>Reddick-Baker</td>
<td>Asia</td>
<td>Clinical/Developmental I</td>
</tr>
<tr>
<td>Schoenberg</td>
<td>Josie</td>
<td>Cognition/Experimental I</td>
</tr>
<tr>
<td>Schonberg</td>
<td>Haley</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>Shuller</td>
<td>Sara</td>
<td>Social/Community III</td>
</tr>
<tr>
<td>Signorelli</td>
<td>Jordan</td>
<td>Emotion/Health/Personality I</td>
</tr>
<tr>
<td>Silver</td>
<td>Dena</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>Smith</td>
<td>Emma</td>
<td>Emotion/Health/Personality II</td>
</tr>
<tr>
<td>Torii</td>
<td>Mayuko</td>
<td>Cognition/Experimental II</td>
</tr>
<tr>
<td>Name</td>
<td>First Name</td>
<td>Course</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Trustman</td>
<td>SarahElla</td>
<td>Social/Community III</td>
</tr>
<tr>
<td>Voegeli</td>
<td>Evelyn</td>
<td>Emotion/Health/Personality II</td>
</tr>
<tr>
<td>Vogel</td>
<td>Hannah</td>
<td>Clinical/Developmental I</td>
</tr>
<tr>
<td>Wallace</td>
<td>Amanda</td>
<td>Clinical/Developmental II</td>
</tr>
<tr>
<td>Warren</td>
<td>Brinley</td>
<td>Cognition/Experimental I</td>
</tr>
<tr>
<td>Watford</td>
<td>Darby</td>
<td>Social/Community I</td>
</tr>
<tr>
<td>White</td>
<td>Paige</td>
<td>Social/Community II/Sports</td>
</tr>
<tr>
<td>Wood</td>
<td>Catherine</td>
<td>Clinical/Developmental I</td>
</tr>
</tbody>
</table>
Translation and Adaptation of the Embraced Neuropsychological Battery into German

Marla Allen
University of North Carolina Wilmington

Most neuropsychological tests used across the world are created in western countries and tested on participants from WEIRD (western, educated, industrialized, rich, democratic) countries. Access to trained neuropsychologists is not available in many underserved areas around the world. The Embraced battery, created to overcome these barriers, is a computerized neuropsychological test created to be culturally adaptable, cost friendly, and easily administered. The goal of the present study was to adapt and translate the Embraced test to German. This was accomplished by translating and adapting the instructions and stimuli by a native German speaker, followed by back translation by a second native German speaker. The discrepancies between translations were negotiated and then the final version was encoded into the Embraced app. Finally, the German version was beta tested on a small group of native German speakers. This project demonstrated that the Embraced battery is easily adaptable to other cultures making it a viable battery of tests for use across the world.

Keywords: cultural neuropsychology, translation, adaptation, neuropsychological tests

Military-Classified Undergraduate Students’ Sense of Belonging on College Campuses

Fabrizio Anderson-Falconi, Emma Carew, Holly Castillo, Kourtney Cook, Brooklyn Jessup, Charisma Morgan, Rebecca Roope, & Hannah Vogel
Campbell University

We propose a research project aimed at comprehensively understanding the sense of belonging among undergraduate veteran students, active-service students, and ROTC cadets on college campuses. Research has shown that student service members and veterans (SSM/Vs) may encounter problems in socially connecting with their peers, resulting in a lack of sense of belonging on their college campus. Our research questions ask how the sense of belonging varies amongst undergraduate ROTC cadets and other military-classified individuals, and if military-classified undergraduate students feel supported by faculty and staff members on their college campuses. Furthermore, we hypothesize that veterans will have a lower sense of belonging in comparison to the civilian student populations and undergraduate students will have an overall higher sense of belonging the longer they’ve attended an institution. We are administering a Qualtrics survey with self-made questions and questions modified from the Student Adaptation to College Questionnaire (McAndrew et al., 2019) to students at Campbell University, Methodist University, and Fayetteville State University. Survey results are still currently being received. When the data is collected, we will run t-tests and ANOVA tests to determine correlations between each demographic with their sense of belonging on a college campus. If our hypotheses are to be proven true, we will suggest implementations as to how universities can enhance the sense of belonging in SSM/Vs and ROTC cadets.
Seasonal Changes and Mood

Marissa Barber
Barton College

Seasonal changes can cause a shift in mood states, like the winter blues. Mood changes are some of the most common symptoms that individuals notice when the weather begins to change, with the most drastic mood changes occurring during the extreme summer and winter seasons. Baek et al. (2015), Chotai et al. (2004), Guzman et al. (2007), and Tonetti et al. (2012) found that environmental influences that accompany summer and winter seasonal changes can affect participants’ moods. The Profile of Mood States (McNair et al., 1971) and selected items from the Seasonal Pattern Assessment Questionnaire (Rosenthal et al., 1984) were used to examine seasonal changes and their effect on mood states to better understand this yearly phenomenon. Of the 85 college student participants, 36 percent reported that seasonal changes created a problem for them. However, when analyses were performed by gender, 57.9 percent of women reported seasonal changes were a problem, while only 17.8 percent of men reported that seasonal changes were a problem. Further analyses revealed that female participants experienced more distressing overall seasonal changes in their social activity, sleep disturbance, and weight gain, t(81) = 3.01, p < .01. Women were also significantly more likely to report that seasonal changes created significant interference with their daily life functioning, t(42) = 3.28, p < .01. Additional seasonal change effects on emotional and physical well-being will be presented.

Doctored Distress: The Impact of Anxiety upon Trust in Physicians

Nathanael A. Bierly
University of Mount Olive

My research aims to enhance understanding of how clinical anxiety levels in adults relate to trust, particularly physicians. Mental health outcomes, including trust, play a crucial role in community health. Understanding the correlation between anxiety and trust is essential, as mistrust can affect how individuals perceive information from professionals.

My study explores whether different types of anxiety correlate with trust in physicians or general trust, and if anxiety levels influence trust in physicians or general trust. Additionally, I investigate how individual demographic factors affect anxiety and trust, and whether trust affects the likelihood of seeking treatment for varying illness severities.

Using a quasi-experimental design, I assessed anxiety and trust in 272 participants. State and trait anxiety were measured using the State-Trait Anxiety Inventory (STAI) by Spielberger et al. (1983), while trust was evaluated using the General Trust Scale (GTS) by Yamagishi and Yamagishi (1994) and the Physician Trust Scale (PTS) by Anderson and Dedrick (1990). Data was collected via Alchemer online survey software with anonymous consent, with mental health resources offered afterward.
My findings revealed significant difference between clinical anxiety levels and trust in physicians, supporting my hypothesis. However, trust in physicians did not influence participants' likelihood of seeking treatment; instead, it was influenced by individual perspectives on illness severity.

The results highlight the importance of considering a patient's anxiety level, regardless of type, in fostering trust in physicians. Physicians should first assess mental health needs regarding anxiety levels to enhance patient trust in their judgment and treatment plans.

**Influence of Imagining the Future on Time Discounting Across the Adult Lifespan**

Kennedy Black

Duke University

As the population ages and retirement savings are left to individuals to manage, promoting patient savings behavior is important for the well-being of older adults. Previous studies have shown that in younger adults, but not older adults, imagining the future during intertemporal choices can promote more patient choices. In the present study, after repeated rehearsal of hypothetical imagined future events, younger adults and older adults \(N=63\), \(25\text{-}80\), \(M=52.40,\ SD=19.12,\ 27\ males\) made choices between larger-later and smaller-sooner monetary rewards. Some of the trials included a cue that invoked the imagined future event whereas other trials did not include a cue. Younger adults were more likely to choose larger, delayed monetary rewards on trials where the imagined future event was cued compared to trials without a cue. However, older adults did not show an effect of cued imagination (age*trial-type interaction: \(b=0.0008,\ 95\%\ CI\ [0.0004,\ 0.001]\)). Across age groups, functional neuroimaging data revealed that trials with an imagination cue elicited greater engagement of regions that are part of the default mode network including the posterior cingulate cortex, angular gyrus, and medial prefrontal cortex. This network is commonly engaged during thinking about past memories as well as imagining the future in many studies that did not focus on decision making. Interestingly, this difference in neural activity did not vary across age groups even though the behavioral effect of the cue was limited to younger adults. Further we do not find evidence that repeated rehearsal to promote semanticization of events is an effective strategy for promoting more patient financial choice in older adults.

**Social Anxiety's Impact on Remembering New People**

Draye Boyd

Charleston Southern University

Social anxiety occurs when anxiety is triggered and heightened in social situations (Guy-Evans, 2021). According to recent studies, one's ability to remember information about new people (what they look like and their names) may not be as easy if one experiences social anxiety (Charpentier et al., 2016; Davis et al., 2011). I hypothesize that social anxiety prevents someone experiencing social anxiety from being able to remember the faces and names of new people. Data collection is underway with an expected sample of college students between 25 and 50 people (25 males and 25 females). My participants will be presented with a two-part auditory-visual test. Half of my participants will experience social anxiety induction while
half will not: those induced will be told that they are being watched and recorded from behind a one way mirror while participating in the study, but no one will actually be watching. After the study, induced participants will be debriefed and the deception will be made known. I expect to find that feelings of social anxiety while taking the visual and auditory test will impair my participants’ ability to remember the presented stimuli. Those who experience social anxiety induction should have lower scores than those without the induction because research suggests that social anxiety negatively affects memory. The findings from this research can add to the knowledge of anxiety disorders and their consequences; with the data collected here, researchers may be able to help those who feel helpless when their social anxiety hinders their memory.

Harnessing Community Insights and Collaboration: Developing a Film-Based Parenting Intervention for Burmese Migrant Families in Thailand

Jeslyn Brouwers & Stephanie Eagling-Peche

Duke University

Families displaced by armed conflict, poverty, and insecurity often experience psychological distress, impacting caregiver mental health and parenting practices. Without intervention, previous trauma exposure and ongoing stressors may lead to harsh parenting practices and violence against children. These behaviors have adverse effects on child development and well-being across the lifespan. This study focuses on caregivers in displaced migrant communities along the Thai-Myanmar border who are at heightened vulnerability to material and psychological challenges. This study explores the use of formative qualitative research in the development of a novel film-based intervention aiming to improve caregiver mental health, reduce physical and psychological child maltreatment, and promote positive parenting practices. A total of 18 caregiver focus groups (N = 142) and 6 adolescent focus groups (N = 24) were conducted to explore existing knowledge, attitudes, and practices on positive parent-child interactions through play, discipline, parental distress and coping, and child distress and coping. A positive parenting intervention, delivered through a novel film-based modality, was created in collaboration with migrant and displaced families, local partners, and the Sermpanya Foundation. The film highlights four key themes: the importance of positive parent-child interactions, positive family communication, non-violent discipline, and parental coping. Informed by formative research from community focus groups and evidence-based parenting skills, the film features two families with characters of various ages and demonstrates these parenting principles through everyday examples. If effective, this intervention approach can be easily replicated across Thailand and other LMICs, facilitating sustainable and scalable intervention delivery that achieves population-level impacts at low cost.

Trauma Center Trauma-Sensitive Yoga Programs on Campus: Student Needs, Interest, and Preferences

Aaliyah N. Buford

East Carolina University

Background: Mental health service needs often surpass campus resources. Trauma Center Trauma-Sensitive Yoga (TCTSY) is an empirically supported trauma intervention that empowers individuals to
engage in mindfulness via movement. TCTSY may expand campus services; yet studies have not examined TCTSY for college students.

Research Questions: What are the rates of trauma and post-traumatic stress symptoms among college students? What are students’ preferences for TCTSY programs?

Methods: Recruitment at a southeastern public university using quota sampling began 02-2024 via flyers, classes, and emails to organizations. Qualtrics surveys include demographics, trauma exposure (LEC-5, Weathers et al., 2013), trauma symptoms (PC-PTSD-5, Prins et al., 2016), and yoga preferences (adapted from Kabiri et al., 2018). Compensation was research credit or $5 gift card.

Results: Preliminary results from the first 75 respondents (age M(SD) = 18.65(1.75); mostly first-year, Non-Hispanic White females) found that 67% had previous yoga experience (1.89(1.74) years), with only 6% having heard of trauma-sensitive yoga. On average, direct exposure to 2.74(1.75) traumatic events (top: transportation accident 53%, natural disaster 33%, unwanted sexual experience 31%), with sub-threshold trauma symptoms (1.77(1.62) reported. Most (68%) endorsed “a little” interest in TCTSY. Top participation barriers included time (20%) and cost (16%). Majority preferences included 2 (43%) 45-minute sessions (45%) in-person (49%) for groups (64%) open to survivors of any trauma type (51%) over 3 weeks (26%).

Implications: Results allow tailoring future TCTSY offerings to college students' needs to possibly increase acceptability and effectiveness.

Identifying Gender Differences in Reasoning for Dating and Hookup Culture

Emma Carew & Cody Shane

Campbell University

Within the past 50 years there has been a rise in hookup culture within young adults (18-25). The summary of the literature is that these behaviors of non-commitment exist in greater amounts than committed relationships. This led to the creation of the Hook Motive Questionnaire (HMQ) which is a scale that splits motivating factors into five different specific categories: Social-Sexual, Social Relationship, Enhancement, Coping, and Conformity. These categories categorized different motivating behaviors such as multiple partners, emotional bonds, pleasure, and ostracization. For the present study, 38 participants completed the HMQ and questions about relationship status, methods of meeting partners, and self-reported beliefs for why they are motivated to pursue the relationships they choose to be in, to understand the schema of 18-25 year olds dating pool. In order to analyze the data multiple independent t-Tests were run and a one-way-ANOVA. The results supported our hypothesis that participants would not define hookup culture as the literature does. Our hypotheses were that there would be gender differences in the motivation for choosing hookup behavior was not supported for either coping or enhancing skills. However, these results were limited to a small sample of 38 participants on a conservative university campus. The results show that there may be a disconnect between who is being studied and who is studying the demographic if the definition of hookup culture is not perceived to be the same. Thus, implying that to understand this culture the definition may need to be operationalized by those who participate in it.
Effects of Divorce in Childhood Found to Persist through Young Adulthood

Madison Clayton
Erskine College

Divorce is a common experience for families and children to go through in the 21st century. It is also common for everyone involved in the event to experience it differently. There are a variety of emotions and changes that children will feel and go through following parental separation and/or divorce. The purpose of this research is to explore the effects of divorce on children analyzing responses based on the age and gender of the child when their parents divorced. The hypothesis of the experiment is that the effect of divorce is felt more harshly by first-born children, regardless of gender. The level of harshness was measured by any emotional or psychological struggles that may have developed from the divorce. Participants were obtained from psychology classes at a small, private Christian college. After signing an informed consent form, they were given a survey that contained eighteen questions, sixteen closed-ended questions and two open-ended questions. They were instructed to fill out the survey to the best of their knowledge and beliefs. The study contained 30 participants, ranging in age from 18 to 23. Data was analyzed using SPSS, and preliminary data supports previous studies and the hypothesis. The implications of this study can be used in therapeutic practices and settings, to understand the different ways that this potentially traumatic event can be processed depending on the individual and their circumstances.

What is the Effect of Working out on Romantic Relationships?

Rachel Cramer
Charleston Southern University

With a growing focus on health and fitness, people are increasingly including physical activity in their daily routines (Berli et al., 2018). Although the positive impact of exercise on individual well-being is widely recognized, its effect on interpersonal relationships, especially romantic ones, is still a matter of discussion. The hypothesis is that working out together as romantic partners and performing consistent exercise independently positively impact the longevity of romantic relationships. Participants in the present study (a goal of 100) include individuals who are currently involved in a romantic relationship. Participants will first access the study online through a QR code or a link. All participants will go through a demographics page and then onto the Relationship Assessment Scale (Hendricks, 1988). The assessment will question the satisfaction of each individual and whether their needs are met, how they feel in their current relationship, and the overall enjoyment of their partner. The final questionnaire presented to each participant is the Fitness Questionnaire which will ask each individual about their workout routine if they have one. The results of this study are anticipated to benefit practical use in the areas of psychology, relationship science, and health promotion. The objective of this research is to clarify the intricate relationship between physical exercise and romantic relationships, with the aim of providing insights into interventions and approaches that promote healthier and more satisfying partnerships in modern society.

Exploring Gender Differences in the Endorsement of Sexual Consent Beliefs
Emi Curia

University of North Carolina at Greensboro

Sexual consent is a crucial component of safe sex and positive sexual relationships. Sexual script theory suggests that there are gender differences in individuals’ communication and perception of sexual consent. Although there has been an increase in research on gender and sexual consent, there is little research on how men and women may endorse specific consent beliefs. The current study examined gender differences in positive and negative perceptions about sexual consent. One hundred and fifty undergraduate students first answered open-ended questions about their positive and negative beliefs about sexual consent. Thematic analyses were then conducted with their responses to identify common themes. Finally, we examined whether men and women differed in how frequently they endorsed each theme. Results indicated that women were more likely than men to report that sexual consent promoted respect in their relationships, $\chi^2 (1) = 3.86, p = .050$, especially in regard to the respect that it signaled to the partner, $\chi^2 (1) = 7.14, p = .008$, and that it improved the quality of their romantic relationships, $\chi^2 (1) = 3.92, p = .048$. In contrast, men were more likely than women to report that sexual consent increased sexual communication and disclosure between partners, $\chi^2 (1) = 4.51, p = .034$. These results suggest that men and women may have different priorities with consent communication, highlighting the importance of gender in influencing individuals’ sexual consent beliefs.

**Effects of Restorative Justice Programs vs. Traditional Suspension Methods on the School to Prison Pipeline: How does discipline effect recidivism?**

Cara Davis

Barton College

The school-to-prison pipeline is referred to as the current “policies and practices that make children and youth more likely to be incarcerated and less likely to obtain a high-quality education” (Federal Policy, ESEA Reauthorization, and the School-to-Prison Pipeline, 2011). This study investigated different restorative justice programs to identify the most effective way to decrease recidivism, any criminal behavior such as arrests or delinquency. I hypothesized that students participating in restorative justice programs have a decrease in involvement with the justice system while traditional methods of discipline have an increase. Using existing data from the National Archive of Criminal Justice Data (Wilson et al., 2018), this study will include participants in participating middle and high schools in order to conclude if the outcomes of restorative justice programs result in a decrease in recidivism. A chi-square test was preformed to examine the relationship between traditional discipline methods and restorative justice programs on recidivism. There was a non-significant relationship for traditional methods $X^2 (1, N= 43) = 0.86, p = .35$ and a significant difference from what was expected for restorative justice programs $X^2 (1, N= 83) = 56.443, p < .0001$. Results show that traditional methods resulted in the expected occurrence of recidivism, while restorative justice programs resulted in a higher-than-expected occurrence of recidivism. A possible explanation, various types of restorative justice programs were used creating an inaccurate representation of specific programs. The results of this study show neither the traditional or restorative justice programs have a large effect on reducing recidivism.
ADHD Symptoms Predict Diminished Self-Esteem in Emerging Adulthood

Mike De Zanger
Erskine College

Prior research has linked childhood ADHD diagnosis and symptoms to impairments in self-esteem development. However, few studies have directly examined the dimensional relationship between ADHD symptom severity and self-esteem levels in older adolescents and emerging adults using validated continuous measures. The present study aims to examine the relationship between self-reported ADHD symptom severity and self-esteem levels in a sample of 50 young adults aged 16-25 years old recruited online. Participants completed the Adult ADHD Self-Report Scale (ASRS) to assess current ADHD symptom severity and the Rosenberg Self-Esteem Scale (RSES) to measure self-esteem. It is hypothesized that higher levels of ADHD symptoms will significantly predict lower self-esteem scores after controlling for relevant demographic factors. Correlation and regression analyses were conducted using SPSS to investigate this hypothesized negative association between ADHD symptomatology and self-esteem within this young adult population. Preliminary results indicate a strong negative correlation between ADHD and self-esteem levels. Potential limitations, implications, and future research directions will be discussed upon analysis of the collected data.

Investigation of the Impact of ADHD and Psychostimulant Medication on Student Worry

Alana DeLawter & Elena Zelenina
University of North Carolina Asheville

Attention-Deficit/Hyperactivity Disorder (ADHD) diagnoses have increased among adults (Danielson et al., 2023), and 2-8% of college students have ADHD (Green & Rabiner, 2012). ADHD is characterized by inattention and hyperactivity (Magnus et al., 2022). There is also evidence to suggest that college students with ADHD experience more worry than college students without ADHD (O’Rourke et al., 2020). Some of these worries are about finances (Norvilitis et al., 2021) and academic tests (Nelson et al., 2014). Anxiety symptoms, one of which is worry (Munir et al., 2022), have been reduced in children with ADHD who use psychostimulant medication (Coughlin et al., 2015). We aimed to investigate whether college students with ADHD have more worry than those without ADHD when content of worry is considered and whether those who use psychostimulants have less worry. Participants (N = 95) were recruited from a university in the Southeastern United States and self-reported their ADHD diagnosis, use of psychostimulants, and their worries. We found that individuals that had ADHD and used stimulants displayed lower worry than those who had ADHD but did not use stimulants. Those who did not have ADHD and used stimulants showed high student worry compared to those who did not have ADHD and used stimulants, indicating an interaction. These results have important implications for clinical psychologists in the treatment of worry in clients with ADHD.

Future Improvements of Psychiatric Facilities

Emma Ellison
This research will discuss the past and present standards of psychiatric hospitals. We will find out if patients are being treated fairly and what improvements are still needing to be made.

Throughout history we can see drastic changes in psychiatric hospitals and how mentally ill patients have been treated. Many changes have been implemented after years of harmful treatments for psychiatric patients. When hospital accreditation changed many treatments were discontinued since, in this time we can pinpoint many changes and can see better treatments for patients, however, more can still be done.

For this archival study I investigated and measured the Joint Commission Non-profit Organization and their process of accrediting psychiatric hospitals. Variables measured included staff qualifications, safety for patients and staff members, certain mental disorders, and their correlation to safety. Twenty-five articles provide information on each variable and support the hypothesis. Preliminary findings provided training for staff must be implemented, seclusion and restraint are not effective and specific disorders have been found to be more dangerous in psychiatric hospitals.

**Movement, mindfulness, and music: Potential therapeutic benefits of ecstatic dance**

Madison England & Alder Donovan-Cook

Warren Wilson College

Dance is a practice nearly universal across time and culture, with a strong body of evidence supporting the efficacy of dance as a therapeutic modality. Ecstatic dance in an unchoreographed group dance that incorporates many aspects of dance/movement therapy, but generally without a licensed practitioner. One aspect, mindful movement in a group, combines mindfulness with aerobic exercise, rather than using these two types of therapeutic interventions separately. A quasi-experimental study compared psychological outcomes for ecstatic dancers and members of running clubs. The purpose was to see if ecstatic dance offers benefits beyond those associated with a non-dance group aerobic exercise, such as running. Adult participants completed online surveys which included self-reports of: (1) demographics and history of participation in either ecstatic dance or running clubs, (2) mental health measured by the DASS-21 and Satisfaction with Life Scale, (3) dispositional mindfulness using the MAAS, (4) flow state using an adapted version of the FSS-NC; and (5) experience of self-care, self-value, and community during ecstatic dance or group running. Followup virtual, individual interviews explored open-ended descriptions of participants’ mental health, mindfulness, flow, and community experiences. Preliminary results indicate that the ecstatic dance group reported low levels of depression, anxiety, and stress, along with high levels of flow state and satisfaction with life. Ecstatic dance participants also described dance as providing self-care, self-value, and community. Results for the running club participants are contrasted and explored. Implications for ecstatic dance as an affordable mental health support are discussed.

**Narrowing the Achievement Gap: How Gesture Influences Learning Outcomes for Black and White Children**
Black and White individuals, have shown considerable differences in their use of gestures. While White individuals use gestures less frequently than Black people, research has shown that using gestures can result in improved learning outcomes (Rowe & Goldin-Meadow, 2009). Gesture use in the classroom has proven to not only enhance language development but also facilitate more effective learning (Goldin-Meadow & Alibali, 2013) and increase the vocabulary of Black students when paired with speech (Daniels, 2001). As a result, could gestures be a cultural tool to narrow the achievement/learning gap between Black and White children?

We conducted our virtual study with 215 children (ages 5-8; 29 Black, 127 White, 6 Asian, 3 Latino/Hispanic, 2 Middle Eastern, and 23 Biracial) on Zoom. Participants were shown pre-recorded videos of Black and White “teachers” (trained research assistants) with novel objects who either displayed affect (e.g., smiling), no affect (e.g., neutral facial expression), or affect + gesture use (e.g., using their hands for emphasis). Participants also heard fun facts about each of the novel objects. Results suggest that gestured learning helps improve memory for all participants. This effect was particularly strong for Black, and Biracial children, with these participants showing the highest boosts in learning in the gesture condition compared to the affect only or control conditions. These findings may have implications for reducing the achievement gap between Black and White children by showing that the incorporation of gestures into teaching methods can improve learning outcomes.

How do you show respect in your family?

Alan Gomez & Yamil Pena-Ventura

Sampson Community College

The framework of this study is to explore the similarities and differences between various ages and genders within the Hispanic community. According to Kao et al. (2012), “although Mexican Americans are increasingly acculturated into the mainstream culture, the cultural legacy of honor thy parents, which places the onus of the care of elders on family members, remains robust” (p. 38). A convenience sample of 58 students and staff was surveyed at a local community college to address this topic. The research participants answered demographic questions and two questionnaires called the “16-item Expectations of Family Loyalty of Children Toward Elderly Relatives” (Kao et al., 2012) and “The Mexican American Cultural Values scales for Adolescents and Adults” (Knight et al., 2010). The researchers expected to see differences in responses between age and gender, with older females placing a higher importance on respect. Results were analyzed to reveal interesting results. The results revealed higher scores for males and those in age group 40 – 49. Further statistical analysis is ongoing. This topic has implications for broader applications in psychology, education, and sociology.

Perceptions of Campus Safety
Karlie Gwyn

Montreat College

School safety, especially on college campuses, is becoming increasingly important. Despite the appearance of safety, many college students feel unsafe. Existing literature investigates student perceptions of safety, but it neglects to ask campus safety officers about these perceptions. Understanding what makes students feel unsafe is the first step in ensuring positive perceptions of safety, which could be done by using Puckett's (2022) survey. Puckett's (2022) survey aims to understand college students' perceptions of safety in various situations.

This study had 16 students and three campus safety officers from Montreat College complete Puckett's (2022) survey to determine if the student’s and the campus safety team’s safety perceptions aligned. The hypothesis is that both groups’ responses would be similar, with some differences. While many of the campus safety team's answers reflected the students, there were significant differences in scores for being victimized at night (SD=1.53704), walking alone on campus (SD=1.40089) or in a parking garage at night (SD=1.30224), satisfaction with using ID cards to restrict areas (SD=0.83417), and the safety team's job performance (SD=1.26326).

The results show that although the campus safety team has a moderate understanding of student perceptions of safety, they still fall short. Future studies can use these results to train safety teams, increase their awareness of student safety perceptions, and attempt to make students feel safer and more secure on campus.

Key words: Safety, Perception, Campus Safety

The Relationship Between Religion, Self-Esteem, and the Meaning of Life

Katie Hansen

Barton College

This study was designed to deepen our understanding of the complex relationships shaping spirituality, self-esteem, and the significance people attach to their lives. It was expected that individuals with high levels of religiosity and spirituality have higher self-esteem and have a more positive view on the meaning of life. A sample of adults (N = 40) from various religious backgrounds were recruited in order to ensure a broad representation of beliefs. Using a correlational research design, data was collected through standardized measures (The Rosenberg Self-Esteem Scale, Rosenberg, 1965; the Spiritual Well Being Scale, Steger, 2006; and the Meaning of Life Questionnaire (MLQ), Ellison, 1983) to assess participants’ self-esteem levels, religious involvement, and self-concept perceptions. Preliminary data analyses revealed three significant findings. A significant positive correlation between religious upbringing and current religious involvement was found, suggesting that participants who were raised in religious households were more likely to continue those practices in adulthood, r(39) = 0.47, p = .002. Likewise, participants who identified as Christian were more likely to have a religious upbringing, (F(1, 37) = 4.31, p < .05). A one-way ANOVA test was conducted, revealing a significant difference between MLQ scores and areas where
participants were raised, \((F(2, 37) = 4.06, p < .05)\), indicating that individuals who lived in a rural area compared to a suburban or urban area had more positive perceptions of life’s meaning. Understanding the relationship between these variables may shed light on the connections between religious beliefs and perceptions of one’s self and the world.

**The Effect of Music's Tonality, Tempo, and Texture on the Interpretation of Text**

Ethan Harper

Erskine College

Several theories exist attempting to connect music to human behavior and cognition. A well-known example of this thought is seen in the Mozart Effect used by expecting mothers in an effort to increase the intelligence of their unborn child (Husain, Schellenberg, & Thompson, 2001). There have also been many preconceived notions of certain types of music promoting violence or unruly behavior. Considering these things, it is possible to hypothesize that an interpretation of text could vary depending upon qualities of music an individual is exposed to. This was tested by 150 college students responding to an online survey asking them to read a passage of text while listening to either Peer Gynt Suite by Edvard Grieg, the 13th century Gregorian chant, Dies Irae, or no music at all. Participants were then asked to answer several open-ended questions relating to their interpretation of the text. Answers to the questions suggested that the lyrical and major modal Peer Gynt Suite precipitated more positive interpretations while the minor modal Dies Irae precipitated the opposite. Implications of this research could help to promote more positive study habits in students, aid in marketing strategies, or even assist in methods of psychological therapies.

**The Efficacy of Spravato as Treatment for Treatment-Resistant Depression**

Bayan Haseem

Warren Wilson College

Major depressive disorder (MDD) is an ailment suffered by 2.8 million Americans. When this disorder is left untreated, patients can experience decreased happiness, lower quality of life, and suicidal ideation and attempts. A study from 2021 indicated every 40 seconds one person with MDD completes a suicide attempt. Of the estimated 1.7 million people that attempted suicide in 2021, 48,183 individuals lost their lives. As rates of depression are increasing every year, it is imperative that safe, non-invasive, and effective means of treatments are recognized, studied, and implemented in clinical settings. Esketamine therapy could be one such avenue for improved prognosis and quality of life as studies from around the globe indicate significant improvements in affective states after treatment with the dissociative anesthetic. The unique property of dissociation this chemical possesses enables patients to explore subconscious obstacles and repressed traumas in a safe environment with medical personnel. Unearthed deficits found in the psyche can then be discussed in a therapeutic setting and aid in the healing journey of a patient, and this warrants the research and application of this revolutionary mode of treatment. Through partnering with a licensed clinic that offers ketamine and esketamine therapy for those with diagnosed MDD that are deemed treatment-resistant, this study assessed changes in patients' depression levels before and after treatment with Spravato (intranasal esketamine). Preliminary results indicate that while esketamine is a
new and novel modality of treatment for treatment-resistant MDD, it can be an effective agent when used to decrease the intensity and duration.

The Correlation of the NEO Five-Factor Inventory-3 Scores and Grit Scores in Montreat College Students

Kilia Hasty
Montreat College

The function of noncognitive skills—the personality factors, attributes, dispositions, social skills, attitudes, and intra-personal resources different from intellectual capacity—starts to be integral in getting high performance throughout various domains within burgeoning psychology. In this inquiry, the constructs salient in the NEO Five-Factor Inventory-3 (NEO-FFI-3) and Grit are key to eliciting the dimensions in one's personality beyond cognitive abilities. Shachtman et al. (2013) hint that personality traits correlate with academic success and are another important predictor for positive outcomes in life. This strongly supports the imperativeness of personality traits in trying to enhance learning and development across all education levels and age groups. This opposes the claims that these traits are unchangeable. The present research will then throw light on the relationship between the scores of Angela Duckworth's Grit Assessment and the NEO-FFI-3, hypothesizing that a higher score in NEO-FFI-3, most precisely in the dimension of conscientiousness, points towards a higher score. With this approach, a sample of 25 students at Montreat College was subjected to the administration of the two instruments. Data analysis using the Statistical Package for Social Sciences (SPSS) software revealed a moderate positive relationship between conscientiousness, measured by the NEO-FFI-3, and Grit scores. Conscientiousness and Grit Score were found to be moderately positively correlated, r(24)=.66, p < .001. This relation, however, is interpreted within the limits of a correlational research design, which does not infer causality but substantiates the existence of a significant relationship between these constructs.

Key words: Correlational Research, NEO-Five Factor Inventory-3, Grit, Personality Traits

Evaluating Trust in Physicians with a QuantCrit Lens

Claire Jacoby
Meredith College

Many factors, including trust in their physician, may serve as barriers to birthing peoples’ disclosure of their mental health symptoms during the perinatal period (Bell et al., 2011). This may be especially apparent in the US, where financial poverty is a predictor of postpartum depression (Segre et al., 2007). People of minority races face unique barriers to disclosing symptoms, such as fear of social service involvement (Adlington et al., 2023), or racism (Mishra et al., 2009). Quantitative Critical Race Theory (QuantCrit) emphasizes disaggregating racial categories to avoid masking important differences, which may occur when heterogeneous groups are treated as uniform (Castillo & Gillborn, 2023). Thus, the current study explores the use of QuantCrit to examine the relationship between trust in physicians, income level, and race. Participants (N = 125) were birthing people recruited from a multi-site study assessing prenatal care. Data were collected at six-weeks postpartum from all participants via online survey. Consistent with QuantCrit tenants, nonparametric statistical analyses were employed to examine physician trust scores across the
different racial and income categories. A Kruskal-Wallis Test revealed no significant differences in physician trust between any of the five racial groups (p = .508), nor between income categories (p = .699). Findings raise questions about who trusts their physician and willingness to disclose symptoms or participate in studies. The reported analyses are preliminary and the analyses will be repeated prior to the conference to allow for inclusion of more participants.

**Emotional Triggering through Media and Favorite Television Series**

Ta'Jion Jeanty

Barton College

The study is an interdisciplinary examination of the emotions people experience through their relationship with media, specifically through their relationship with their favorite television series. It was hypothesized that participants’ favorite television series would trigger positive emotions. In this study, participants filled out a three-part survey about their emotional relationship with the media. Participants reported their favorite television series, their television watching patterns, and the emotions they experienced when watching their favorite series using the Discrete Emotions Questionnaire (DEQ, Harmon?Jones et al., 2016). Data collection is ongoing, however, preliminary data analyses (N = 21) showed that 71.4 percent of the participants were between the ages of 18-24, and there were more female participants than male participants with a ratio of 5-2. The central emotions participants reported experiencing while watching their favorite television series were relaxation (M = 4.08, SD = 85.75) and happiness (M = 4.73, SD = 1.36). Participants reported experiencing very little negative emotion (e.g., anger, disgust, fear, anxiety, or sadness) when watching their favorite show. This effect was true regardless of the shows’ genres (ANOVA ps > .05). These findings suggest that individuals experience positive emotions when viewing their favorite show, even when the content of the show is not positive. Specific emotion correlations and gender analysis will be presented.

**Latine Cultural Values and Cognitive-Behavioral Outcomes**

Reagan Johnson & Eduardo Rosales Hernandez

University of North Carolina Wilmington

Machismo, translated to English as sexism or exaggerated masculinity, is the value that emphasizes that men must have domination over women. It tends to be associated with aggression and higher amounts of alcohol use (Arciniega et al., 2008). Caballerismo is defined as the positive characteristics of machismo, it shows chivalrous and respectful characteristics (Arciniega et al., 2008). This study examines whether Machismo and Caballerismo would be associated with alcohol use and aggression. Data was collected from both middle and high schools in Mexico (N=724; M age = 14.74 years old, SD=1.8). About half of the participants were male (52.21%), and the rest were female (47.38%). Participants (71.55%) were practicing Catholicism (82.63%), Christianity (9.85%) or another religion. Findings indicate that there were low levels Machismo score were low (M=2.18, SD=1.24), and Caballerismo (M=5.52, SD=1.26) levels were high. There was a low risk for alcohol consumption (M=2.29, SD=2.47), and low levels of aggression (M=1.18, SD=0.66). Using Pearson’s correlations, we found that boys (r(353)= 0.36, p=0.001) and girls r(328)= 0.21, p=0.001
who endorsed machismo were more likely to report more aggression. and boys also reported more alcohol use \( r(226)= 0.15, p=0.02 \). Boys who endorse Caballerismo are less aggressive \( r(349)= 0.13, p=0.01 \). These findings show that the value of Machismo is correlated with increased acts of aggression and problem drinking in adolescents while Caballerismo could help decrease it. This suggests there may be a negative impact of Machismo in Latine adolescent outcomes.

**Loneliness, Television Usage, and Media-Based Escapism**

Hannah Jordan

Charleston Southern University

Sexual consent is a crucial component of safe sex and positive sexual relationships. Sexual script theory suggests that there are gender differences in individuals’ communication and perception of sexual consent. Although there has been an increase in research on gender and sexual consent, there is little research on how men and women may endorse specific consent beliefs. The current study examined gender differences in positive and negative perceptions about sexual consent. One hundred and fifty undergraduate students first answered open-ended questions about their positive and negative beliefs about sexual consent. Thematic analyses were then conducted with their responses to identify common themes. Finally, we examined whether men and women differed in how frequently they endorsed each theme. Results indicated that women were more likely than men to report that sexual consent promoted respect in their relationships, \( \chi^2 (1) = 3.86, p = .050 \), especially in regard to the respect that it signaled to the partner, \( \chi^2 (1) = 7.14, p = .008 \), and that it improved the quality of their romantic relationships, \( \chi^2 (1) = 3.92, p = .048 \). In contrast, men were more likely than women to report that sexual consent increased sexual communication and disclosure between partners, \( \chi^2 (1) = 4.51, p = .034 \). These results suggest that men and women may have different priorities with consent communication, highlighting the importance of gender in influencing individuals’ sexual consent beliefs.

Keywords: Anxiety, Motivation, Locus of control

**The Effects of Music-Induced Emotion on Motivation in Collegiate Athletes**

Jaquan Lynch

Barton College

The purpose of the study is to determine whether athletes’ motivation levels are affected by listening to specific categories of music that were intended to provoke either positive or negative emotions. Ribeiro et al. (2019) examined how music induces emotional responses, involving physiological changes in the body and brain activations. Intrinsic motivation is the inherent desire to seek out and extend one’s capacities (Ryan & Deci, 2017). Lagattuta et al. (2016) suggest that athletes are more motivated when in a happy mood, and females expect weaker coherence in mental states compared to males. Participants (N = 57) were college student-athletes from basketball, baseball, cross country, track and field, and cheer. Participants were randomly assigned to a happy or sad music condition and then completed the Intrinsic Motivation Inventory (IMI, Ryan & Deci, 1985) and the Sports Emotion Questionnaire (SEQ, Jones et al., 1985).
Results of the independent sample t-tests indicated that there were marginally significant differences in SEQ anxiety scores for the music conditions, $t(53) = -1.86, p = .068$. These findings suggest that marginally more participants experienced more sport-related anxiety when listening to sad music ($M = 1.59, SD = 0.75$) than those listening to happy music ($M = 1.03, SD = 0.99$). There were also significant gender differences in IMI pressure scores, $t(55) = 3.46, p = .001$, and SEQ anxiety scores, $t(53) = 2.12, p = .004$. Female student-athletes expressed feeling more pressure and anxiety than male student-athletes. Implications and applications will be discussed.

Combating Stress Levels with Animal Intervention

Ashlee Lynd
Barton College

This study focuses on how interacting with animals can have positive effects on stress levels. Emotional support animals improve an individual's mental, emotional, and physical health (Anderson, 2023), but pet-ownership has a beneficial effect on mental health generally and specifically with depression (Chakma et al., 2021). Even petting an animal can reduce state-anxiety above and beyond what petting a stuffed animal could (Shiloh et al., 2003). In the present study, participants were randomly assigned to one of two 15-minute stress reduction activities: coloring pages or interacting with a golden retriever. Participants completed a pre- and post-assessment of their emotional affect using the Positive and Negative Affect Schedule (Watson et al., 1988). Preliminary analysis did not show a significant difference for positive affect, $t(2) = -0.09, p = 0.94$. However, there was a trend that participants who were assigned to the golden retriever condition had a greater reduction in negative affect ($M = -13.00, SD = 1.41$) than those who colored ($M = -9.00, SD = 4.24$), $t(2) = 1.26, p = 0.33$. Data collection is ongoing, so additional findings will be reported regarding the potential benefits of animal interaction. Preliminarily this study indicates a greater reduction in negative affects when interacting with a canine than with a common stress reduction activity. Treatments such as therapy and rehab could begin incorporating animal intervention, which may be more accessible and less intimidating than other therapeutic options.

Correlation Between Posttraumatic Stress Disorder and Substance Use Disorder: Implications for Intervention And Rehabilitation

Sarah McCombs
Erskine College

Posttraumatic Stress Disorder (PTSD) is a debilitating psychiatric condition that can manifest after exposure to traumatic events. Individuals with PTSD may resort to maladaptive coping mechanisms, including substance abuse, to alleviate their symptoms. This study aims to investigate the correlation between PTSD and the development of Substance Use Disorder (SUD), potentially influencing dependency intensity and relapse rates during rehabilitation. The primary hypothesis posits that individuals with PTSD are more likely to develop SUD compared to those without PTSD, suggesting that PTSD serves as a predictor for substance abuse as a coping mechanism. Participants, who have been recruited online and given informed consent, completed a short anonymous survey assessing trauma exposure, PTSD criteria, and substance use.
patterns. Data analysis employs statistical tools, including SPSS and chi-square tests. Preliminary findings suggest a significant correlation between PTSD and SUD, with participants meeting PTSD criteria exhibiting higher rates of substance abuse. This study contributes to understanding the complex relationship between PTSD and substance abuse, providing insights into intervention strategies for individuals facing these comorbid conditions. By identifying risk factors and treatment responses, tailored approaches can be developed to address the needs of this vulnerable population.

**How Long Does It Last?**

Levi Moyer

College of Charleston

Individuals with autism spectrum disorder (ASD) have high rates of unemployment (Bureau of Labor Statistics, 2015). One significant barrier to employment for people with ASD is the job interview (Whelpley & May, 2022). Although employers perceive candidates with ASD as qualified, they tend to reject those candidates because of atypical interpersonal and social interactions. Recent work demonstrates that neurodiversity training can mitigate these biases and level the playing field for candidates with ASD (May, Whelpley, & Kaup, submitted). When evaluators completed 30 minutes of neurodiversity training and were informed of candidates’ ASD diagnosis during the interview process, they were just as likely to hire candidates with ASD as they were neurotypical candidates. Our study expands on this work to explore the duration of the training benefit. In the work by May et al., neurodiversity training immediately preceded the evaluation of job candidates. In the field, it is more likely that training will occur weeks or even months before candidates are interviewed. In our study, evaluators completed neurodiversity training and, two months later, watched and evaluated videos of mock job interviews of candidates with and without ASD. Immediately before watching each interview, raters were informed about whether each candidate did (or did not) have ASD. Raters evaluated each candidate on nine social dimensions. They also indicated whether each candidate was qualified for the job, and how likely they were to hire each candidate. Our findings suggest an enduring benefit to neurodiversity training for employment outcomes for those with ASD.

**Meredith College Student Success Center: An Analysis of Usage and Effectiveness Among Students**

Brynn Oliver & SarahElla Trustman

The Meredith College Student Success Center (SSC) aims to provide students with extra resources to aid their success in the classroom, career readiness, and academic coaching. Although a substantial percentage of students do not use these resources, some students are struggling academically and could benefit from services provided through the SSC, especially services shown to positively impact student grades and retention. This research aims to discover why students are not using the free academic services offered through the Meredith College SSC. Additionally, we investigated perceived stigma of accessing SSC resources and barriers to access. We conducted semi-structured interviews with current students (n=6, data collection is ongoing). Qualitative analysis was conducted using a grounded theory approach, including primary and axial coding to identify the central themes. Initial analyses reveal emergent themes related to lack of knowledge of and misunderstanding the services provided and multiple barriers to access, including
time, scheduling conflicts, and confusion about locations on campus. Additionally, stigma was found to be a factor to access, but smaller compared to other barriers.

The findings will be used in dialogue with SSC staff to identify ways to broadcast information about the services more widely, increasing service accessibility, clearer focused messaging, and introducing services to the students earlier in their college trajectory.

The EMBRACED Battery: Navigating Challenges and Seizing Opportunities in Cross-Cultural Neuropsychological Assessment

Andy Ontiveros & Catherine Carlson
University of North Carolina Wilmington

The EMBRACED Battery will rise to this challenge by developing a culturally adaptable, computerized assessment battery reflective of the cognitive diversity found within world populations. This project falls within the crossroads of neuropsychology and cultural studies to fill the gap of current Western-centric methodologies. The presentation will outline the project’s two edges: the difficulties in developing a neuropsychological tool with outreach applicability and the opportunities the tool offers for advancing global neuropsychology. The question is whether one can design an assessment sensitive to diverse cultural norms and languages yet friendly and accessible across varying technological landscapes. The procedure also calls for verifying methodological rigor and psychometric validity across various cultural groups, a critical condition for developing a reliable and universally applicable instrument.

Opportunities: On the opportunity front, EMBRACED would have great potential to reinvent neuropsychological testing in a diversified and reflected manner that, therefore, becomes representative of global cognitive diversity. Diagnosis and intervention for cognitive health could reach their improved stage worldwide, thereby providing diversified and minority populations with an opportunity toward better outcomes. Overcoming these, EMBRACED would have developed a new standard of neuropsychological assessment focusing on cultural sensitivity in terms of delivering cognitive health services.

Subsequent sections develop these points in a presentation, as well as descriptions and data for a conference presentation illustrating the project's innovative approach to overcoming barriers and capitalizing on unique opportunities for improving the global landscape in neuropsychological research and practice.

The Under Representation of Mental Health and Trauma Coping within the Black Community

Asia Reddick-Baker
Barton College

This study explores the widespread and frequently neglected problem of Black people's underrepresentation in mental health and trauma coping strategies. There are various causes for the stigma associated with mental health, including systemic injustices, historical influences, cultural stigmas, and the absence of easily accessible and culturally sensitive mental health resources. This research probes
through the family dynamic in Black households and how that shapes the stigmas and perceptions African Americans have on mental health, which ultimately contributes to the underutilization of mental health services. These findings include quantitative surveys with individuals that encompass the African Diaspora, by scrutinizing the intersectionality of mental health, race, and ethnicity. Participants were 36 African Americans (60.1% female). Overall, participants reported negative experiences seeking healthcare through microaggressions (32.3%), being dismissed (51.6%), and having to adjust their behavior (54.8%). A paired two-tailed t-test was conducted for preliminary results indicating a strong preference of speaking with an African American Therapist ($M = 1.40, SD = 1.524$) rather than a white therapist ($M = 1.40 , SD = 1.524$), $t(119) = -9.98, p < .0001$. The work presented ultimately promotes a thorough comprehension of mental health that takes into account various cultural viewpoints, promising that everyone's needs are satisfied regardless of their race or ethnicity. This will shed light on access to culturally appropriate treatments and support networks, which will promote a more equitable and inclusive approach to trauma coping and mental health.

**The Effect of the Cleanliness-Morality Metaphor on Moral Judgements**

Josie Schoenberg

Guilford College

The concepts of morality and cleanliness are often closely linked, with the expression "cleanliness is next to godliness" serving as a prime example. Linguists and cognitive psychologists call these relationships conceptual metaphors. In 2008, researchers coined the term "The Lady Macbeth Effect" to describe their findings that when participants face a threat to their moral self-concept, cleaning products, and cleansing behaviors become more appealing. Participants who wash their hands after facing a threat to their morality display a reduction in distress, do not perform expected compensatory prosocial behaviors, and crucially, perceive the actions of others as more moral. These findings suggest that cleansing the self, metaphorically, cleanses our perception of others. The current study investigates whether the same effect will occur when the cleanliness-morality metaphor is primed through hand-washing without introducing a moral threat. Participants in this research complete two written tasks. The first is a word-stem completion task, which acts as a manipulation check, designed to assess whether priming has occurred. The second is a moral judgment task, adapted from the original 2008 study. This task uses participants' morality ratings of written morally gray hypotheticals to directly measure the effects of hand washing on moral judgment formation. This research aims to further our understanding of contextual influences on moral judgment formation, particularly in conditions that more closely resemble the conditions of real-world moral dilemmas. This research could open new doors for social scientists interested in understanding and encouraging prosocial moral cognition and, by extension, behavior.

**False Beliefs Regarding Memory and Suggestibility**

Haley Schonberg

College of Charleston
Children’s testimonies often serve as the sole piece of evidence in child sexual abuse cases. This is because there are often no other corroborating witnesses or evidence. Since these accusations often develop from a conversation between a child and a nonoffending parent, it is worth considering how the parent can influence the child’s report and the case as a whole. Typically when a parent questions a child regarding abuse, they unintentionally use highly suggestive language. However, leading questions are avoided by trained investigators due to the risk of eliciting a false confession. The study at hand aims to investigate how laypeople (i.e. adults) perceive conversations where a child discloses maltreatment. Participants were recruited through the Psychology Student Research pool or various forms of advertising. In this study, we exposed transcripts of disclosure conversations between a parent and child where the parent questions the child either suggestively or not suggestively. We then examined laypeople’s memory for the details of the conversations. Analyses also examined laypeople’s beliefs about children’s disclosure and parental questioning. The results found that participants who had misconceptions about memory such as “memory works like a video camera” were more likely to believe a leading questioning style was necessary. This research provides important insight into how laypeople understand conversations between a parent and child where maltreatment is disclosed. This will allow for a better evaluation of the validity of children’s sexual abuse testimonies, as well as provide insight into how to handle parental influence on those testimonies.

Fear of Crime and Perception of Risk on a College Campus

Sara Shuller

Meredith College

The level of college students’ fear of crime can depend on many factors, including their gender, race and ethnicity, or whether they live on or off-campus (e.g., Hayes et al., 2018; Lee & Hilinski-Rosick, 2012). In particular, females have higher odds of feeling unsafe on campus compared to males (Daigle et al., 2022). The present study aims to look at differences in students’ fear of crime and perception of risk between those attending Meredith College (a women’s institution) and North Carolina State University (a co-ed institution). Participants were recruited using an online survey via snowball and convenience sampling among Meredith College and North Carolina State University students through professors, students, or campus organizations. Data collection is ongoing (current N=55). Participants self-reported their fear of crime and perceived risk of sexual assault on a series of likert scales. In addition, demographic questions were asked to gain a better understanding of the participants (e.g., gender, race), and to determine what college they attend. A series of inferential statistics will be conducted to determine if there is a difference in fear of crime and perceived risk of sexual assault, between students attending a women’s college and a co-ed institution. Findings may be limited in generalizability based on the small sample within two institutions in the same city. Further research could improve the generalizability of findings to the greater population.

Examining Levels of Loneliness and Social Anxiety in College Students and Their Relationship Across Different Phases of The Pandemic

Jordan Signorelli
Background: Emerging adulthood is a stage of development full of profound changes. Emerging adults attending college are vulnerable to mental health challenges, such as loneliness and social anxiety. The pandemic put students at greater risk with research showing loneliness and social anxiety levels increased pre-pandemic to pandemic onset (greatest health risk and social behavior restrictions), but none has examined these levels as the pandemic continued and health risk and restrictions decreased. Research shows a positive relationship between loneliness and social anxiety pre-pandemic, but none has examined their relationship during the pandemic.

Aims include examining: 1) whether loneliness and social anxiety levels differ across three years following pandemic onset; and 2) if there are differences in the relationship between loneliness and social anxiety across these years.

Hypothesis: Loneliness and social anxiety levels will be highest during the first year after onset and will be lowest during the third year after onset.

Method: Repeated cross-sectional study included undergraduate participants at a public southeastern university recruited through Introductory to Psychology courses and random sample during three years following pandemic onset (2020-2023). Participants completed a two-part online survey including the UCLA Loneliness Scale and Social Phobia Screener.

Hypotheses tested using two ANCOVAs with post-hoc comparisons examining differences in loneliness and social anxiety levels between three samples. Loneliness and social anxiety relationship will be explored using Pearson correlations, and r to z Fisher transformations will test for differences between samples.

Results and discussion: In presentation

**Increasing STEM belonging by broadening children’s perspective of science**

Dena Silver, Janvi Kavathia, & Maria Brown

Duke University

School-aged children are susceptible to pre-existing social and racial inequalities in the perception of STEM identities, which can cause feelings of not belonging in science spaces. This study aims to decrease the presence of ‘stereotypical science’ images and increase engagement in science tasks by broadening children’s understanding of where science can happen. Partnered with the Museum of Life and Science in Durham, we conducted informal interviews with 4- to 9-year-old (N = 24) children to determine their stereotypes about which museum exhibits looked most like places where “science happens.” Using these categories, 4- to 9-year-old children (N = 51) were randomly assigned to a Non-Stereotypical condition, where they learned about three spaces that were categorized as non-stereotypical museum exhibits (i.e., farm life), or a Stereotypical condition with three exhibits considered stereotypical (i.e., chemistry). Children heard facts and answered inquiry-based questions about each exhibit, then completed a psychological distance task and answered science interest and efficacy questions. Preliminary data shows children reported feeling greater interest and efficacy in science when learning about non-stereotypical
spaces, and they rated a hypothetical scientist as psychologically closer to themselves than participants in the Stereotypical condition. The preliminary data demonstrates a significant correlation between children’s science interest/efficacy and their psychological distance scores from a hypothetical scientist ($r(49) = .67, p < .001$). This pilot study suggests broadening children’s perspective of science increases STEM interest and self-efficacy. As children affirm that science happens everywhere, they start

**The Efficacy of Group Ketamine-Assisted Internal Family Systems Psychotherapy**

Emma Smith

Warren Wilson College

Ketamine is a non-competitive N-methyl-D-aspartate (NMDA) antagonist that is mainly used to induce anesthesia for medical procedures and has begun to be used as a dissociative anesthetic for therapeutic uses. There is limited research on ketamine and its cost-benefit ratio, and there is even less research on the combination of ketamine with other therapeutic models, but the existing research is promising. This paper details a study that evaluated the efficacy of ketamine-assisted group psychotherapy that utilizes an internal family systems model (Group KAP). The study was made up of three sub-samples totaling n=56 participants. By utilizing the Depression Anxiety and Stress Scale (DASS21) and the Self Leadership Scale (SLS), the participants' levels of depression, anxiety, stress, and self leadership were evaluated. Qualitative data was gathered through in-person, online, and archival interviews. The quantitative data results demonstrate a significant decrease in depression, anxiety, and stress levels and an increase in self leadership. The interviews supported these results with personal accounts, background, and demographic information. Participants experienced a decrease in their depression and/or anxiety, developed community, and learned how to communicate with themselves more effectively. Participants were aged 38-75 and most had tried everything to treat their mental illness, and for some, this was the first time they had respite in their entire lives. Group therapy tends to be more affordable than individual therapy and this combination is potentially more effective than ketamine-infusion clinics. Insurance doesn’t cover this modality, which means that we need more research to increase access.

**Do Acoustic Vibrations Influence Behavior of Fish?**

Mayuko Torii

Barton College

Previous research has explained how fish hearing works through sensory cells to distinguish the different volume and frequencies of auditory stimuli (Popper, 2000; Popper & Carlson, 1998). Knowledge of auditory processing in fish has prompted research on responses to sounds and vibrations because there is little understanding of how vibrations and fish hearing are related. The present study sought to bring better understanding of the types of sounds that provoke certain behavioral responses (i.e., schooling pattern density and activity) through acoustic vibrations from the bass in music. The study consisted of a control and two treatments: a low bass treatment and a heavy bass treatment. Thirty Danio rerio (zebrafish) were exposed to each treatment for fifteen minutes with observation periods to record the behavioral effects elicited by the treatments. A one-way analysis of variance showed that the heavy bass treatment
significantly reduced the area of schooling, $F(2,30) = 41.89$, $p = .0064$. These findings suggest that fish swim in a denser school when exposed to heavy bass. An additional one-way analysis of variance showed that the heavy bass treatment also significantly reduced swimming activity, $F(2,30) = 15.50$, $p = .0262$. Results from this study have helped in understanding the connection between vibration and sound to hearing in fish that can be applied to decrease human impact in marine environments (i.e., windmill farms by coastlines, destructive fishing, and recreational water activities).

A Response on Lack of Response: Survey Climate and Behaviors in Undergraduates

SarahElla Trustman & Shae-Lynn Henderson

Meredith College

Survey participation is low, especially across college campuses. This is troubling since much psychological research relies on student survey completion. The purpose of this research was to explore the relationship between survey climate and survey participation among undergraduate students. A sample of 56 undergraduate females completed an online survey measuring five dimensions of survey attitude (privacy, value, enjoyment, and reliability), survey cost (time and cognitive effort), and survey behavior (past participation and anticipated participation). Responses were used to create scores for survey attitude, cost, past participation, anticipated participation, all dimensions of survey attitude, and survey climate. Significant positive relationships were found between survey climate and survey participation (past and anticipated), as well as between survey attitude and survey participation (past and anticipated). Significant negative relationships were found between survey cost and participation (past and anticipated). People who reported more positive attitudes and climate views of surveys also reported being more likely to participate in surveys. These results do support the findings of previous research; however, this study is the first time these relationships were explored among undergraduate students, offering new implications for future research on college and university campuses.

Attitudes and Perceptions of College Students who have Siblings with Disabilities

Evelyn Voegeli

Western Carolina University

People who have siblings with disabilities have more responsibility at a young age and have the possibility of becoming a caretaker in the future. There is limited research on this population, especially among college students. My research questions were: Does having a sibling with a disability influence the sibling relationship, affect future career paths or the transition to college? In this two-part study, we used Qualtrics to send out a survey to students, then distributed the survey again to another group of students with the option to do a Zoom/in-person interview. The survey included 3 open-ended questions about additional feelings, future career, and major choice. This was a mixed-methods design. We used reverse scoring and frequencies to analyze descriptive statistics and reviewed notable items. For the qualitative data, we used NVivo for theme coding. We had 50 participants for the quantitative data and 5 participants for the interviews. The results included 86% of students feeling positive toward their siblings and 62% feeling the need to protect their siblings. For caretaking, the results revealed uncertainty, but 40%
expressed that it is their responsibility to help them in the future. 40% of participants felt guilty about leaving their siblings to go to college. The open-ended questions revealed a dissociation from their sibling, a concrete interpretation, as well as siblings having some influence on career choice. In the interviews, participants identified strongly with their sibling’s experience/childhood, expressed strong emotions/statements, and anxiety, but a willingness to help be a caretaker in the future.

**Assessing the Relationship Between Indicators of ADHD and Depression/Anxiety**

Hannah Vogel

Campbell University

Studies have been conducted on comorbidity in individuals experiencing ADHD and depression (Babinski, 2020; Daviss, 2016). Babinski's research on depression and suicidal behavior in young adults with ADHD revealed the burden that these individuals take on. The conclusions of these studies emphasized the impairments for the individuals who experience ADHD and depression simultaneously. This work offers interesting information related to my research, and it suggests new questions. The current study attempted to examine the question whether ADHD symptoms earlier in life may be a predictor for depression and anxiety later in life. In the pilot study, we surveyed a population of 111 individuals who were 18 years or older (Vogel, 2023). All participants completed a survey that includes portions of the ADHD Rating Scale IV (McGoey, 2007), the Adult ADHD Self-Report Scale v1.1 Symptom Checklist (Daigre, 2009), Beck’s Depression Inventory (Beck, 1961) and Beck’s Anxiety Inventory (Beck, 1988). Some hypotheses for this study are: (1) There will be a positive correlation between ADHD indicators in general and indicators of depression. (2) There will be a positive correlation between ADHD indicators in general and indicators of anxiety. The research is still in progress; but the preliminary study revealed statistically significant results. A second trial will be performed as a part of the Howard Research Fellows Program. The intent behind this study is to provide a foundation for future clinical research, possibly longitudinal, examining causation of depression and anxiety in adulthood in individuals who presented with ADHD indicators during adolescence.

**Different Treatment Modalities Affecting Neurocognitive Outcomes in Pediatric Patients With Medulloblastoma**

Amanda Wallace

Erskine College

When looking at the complexity of pediatric brain tumors, medulloblastoma stands out as one of the most challenging. Additionally, further complications arise when treating medulloblastoma. Understanding the complex nature of this tumor, as well as the destructive outcome it inflicts on the pediatric population, is crucial. The current meta-study examines the neurocognitive effects of medulloblastoma, such as intelligence quotient (IQ), memory, attention, processing speed, and overall cognitive functioning ability in relation to different treatment options, specifically proton radiation and photon radiation. While both treatment options are currently used and have been proven to be effective in controlling the growth of brain tumors, the current study analyzed three large metastudies to compare the neurocognitive outcomes of both treatment options. The study examines and analyzes three articles, consisting of 1357 participants.
(n=1357). 693 participants received proton radiation and 659 participants received proton radiation. All participants were of pediatric age (1-20 years old), and all participants had been diagnosed with medulloblastoma. Exclusions included those who had a history of traumatic brain trauma before medulloblastoma diagnosis and any major psychotic disorders were excluded. Results were analyzed using SPSS for descriptive statistics and chi-square analysis for significance.

Preliminary results show that proton radiation is the superior treatment option. Cognitive function was preserved significantly better in children and adolescents with medulloblastoma when receiving proton radiation. This study can help provide pediatric oncologists with valuable information about possible treatment options.

**An Investigation of Change Blindness**

Brinley Warren

William Peace University

Change blindness occurs when a minor change in an individual's environment goes unnoticed. Previous research has mixed findings regarding whether gender affects this phenomenon. One study found that women were more likely to notice minor changes in their environment (Davies & Hine, 2007), while another study showed that women were more likely to fall victim to change blindness (White & Caird, 2010). Researchers conducted a study in order to further investigate if gender affects the outcomes of a computerized change blindness task. Participants viewed image pairs that either had a change or did not. First, researchers investigated whether trial type (change vs no change) affected performance. Results demonstrated that participants were slower but more accurate for no-change trials, ps < .01, indicating a potential speed-accuracy trade-off. Second, researchers examined whether change type (added vs removed) affected performance. Results indicate that participants were faster and more accurate at noticing when a stimulus was removed, ps < .001. Lastly, researchers tested whether there were gender differences. With our current sample, results suggest that there is no gender difference in the change blindness task, p = .07. Data collection is still ongoing. In order to expand the current findings, researchers are interested in looking at signal detection in participants to assess their ability to detect whether a change has occurred. This will aid researchers in assessing if participants had a bias to saying “no change” when completing the task. Implications and future research will be discussed.

**Correlations Between Deprivation and Semantic Verbal Fluency**

Darby Watford

College of Charleston & Medical University of South Carolina

Socioeconomic disadvantage is considered an adverse social determinant of health (SDOH), thus potentially influencing health outcomes such as decline in cognitive abilities. Semantic verbal fluency (SVF), the ability to produce nouns that belong to a particular category, is a reliable indicator of overall cognitive ability, particularly in older adulthood and adults with low educational attainment (da Silva et al., 2004; Santos Nogueira et al., 2016). However, the link between disadvantage and SVF has not been extensively studied
and could provide insight into disadvantage as a moderator of age-related cognitive decline. The purpose of this research was to investigate the correlation between a recently developed measure of socioeconomic disadvantage, the Area of Deprivation Index (ADI), and performance on a SVF task using data from an observational longitudinal study of cognitive aging. The ADI uses participants’ current residential addresses to rank their neighborhood according to relative deprivation at the state and national levels. For the SVF task, participants were asked to name as many animals and vegetables as they could within one minute for each category. We hypothesized that greater disadvantage (i.e., higher ADI scores) would be associated with lower SVF scores. Using Pearson’s correlation (SPSS v27), we found no correlation between SVF scores and the ADI scores. These results suggest that current indicators of disadvantage may not be meaningful indicators of cognitive function. Other SDOH that reflect disadvantage through the lifespan, such as educational attainment, may have a greater impact on verbal fluency and cognitive aging.

The differences between male/male and female/female friendships as it relates to intimacy, closeness, and how society affects them.

Paige White
Barton College

This study examines the differences between male/male and female/female friendships by exploring emotional intimacy, physical touch, and homophobia. I hypothesized that female/female friendships would be more intimate and contain more physical touch when compared to male/male friendships, which I expected to be more negatively impacted by homophobic beliefs. Participants completed adapted versions of the Friendship Quality Scale about their closest same-sex friendship (Berry et al., 2000) and the Homophobia scale (Wright et al., 1999). Analysis of covariance showed no significant effect of homophobia or interaction between gender and homophobia on friendship intimacy, $F(5, 83) = 1.70, p = .144$; however, there was a significant gender difference with women reporting higher friendship quality with their same-sex friends ($M = 93.35, SD = 18.83$) than men ($M = 84.78, SD = 16.67$), $F(2, 87) = 3.43, p < .05$. Women also engage in more physical touch with their same-sex friends ($M = 7.72, SD = 2.03$) than men ($M = 5.62, SD = 1.82$), $F(2, 87) = 14.09, p < .0001$. Men scored significantly higher on the homophobia scale ($M = 27.98, SD = 3.73$) than females ($M = 23.26, SD = 5.45$), $F(2, 86) = 11.61, p < .0001$. There was also a significant negative correlation between homophobic beliefs and physical touch toward same-sex friends, $r(88) = -.32, p < .01$. Implications of the impact of homophobia on emotional connections will be discussed.

The Influence of the Media and Trauma Culture on the Perception of Post-Traumatic Stress Disorder in Veterans

Catherine Wood
Barton College

The research surrounding the causes of Post-Traumatic Stress Disorder (PTSD) has grown tremendously over the past fifty years (Cloitre et al., 2014; Hyland et al., 2018). However, there is a gap regarding the influence of the media and trauma culture on the perception of PTSD in veterans, which is the focus of this
study. A total of 173 participants, which included veterans, individuals who have a veteran in their immediate family, and those who have no relationship with the military, responded to an online survey consisting of 15 true/false questions related to common misconceptions of PTSD in veterans, which were scored for accuracy out of 100 percent. Participants completed demographic questions, a self-reported media consumption scale. An ANOVA showed that there was a connection between the branch that a veteran served and their accuracy, $F(5, 42) = 2.97, p = 0.02$. Specifically, those who served in the Marine Corps had a significantly lower accuracy about PTSD ($M = 73.33\%$ $SD = 11.5$) compared to those who reported serving in the Air Force ($M = 91\%$, $SD = 0.04$) and the Coast Guard ($M = 100\%$). A marginally significant ANOVA also revealed that those who had no reported connection with the military had a higher accuracy score ($M = 88\%$, $SD = 0.08$) compared to those who had a family member who served as a service member ($M = 84\%$, $SD = 0.11$), $F(2, 168) = 2.48$, $p = 0.08$. Implications for media involvement will be presented.