Psychology & Gender Research Symposium Fall 2018 Program
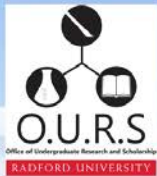
Center for Gender Studies presentations

Session 1 Oral Presentations

4:00-6:00 – Heth 022

-Flora E. Papadimitriou, Hanna R. Hatfield, Kelsey M. Frank, Ashley M. Sprinkle, & Tori J. Sheets
Measuring the potential for resilience among college women.
Faculty Mentor: Jeffery Aspelmeier & Ann Elliott

-Annie Kate Snavely
Predicting Adolescent self-esteem from parent socioeconomic status, warmth, and religiosity.
Faculty Mentor: Jayne Bucy

-Brittany Hale
Parental warmth and its effect on adolescent Body Mass Index.
Faculty Mentor: Jayne Bucy

-Catherine Hotchkiss
The effects of readiness tests and classroom management on retention rates of kindergarten students.
Faculty Mentor: Jayne Bucy

- Callie Jongbloedt
The relationship between political affiliation, importance of religion in raising children, and parental warmth.
Faculty Mentor: Dr. Jayne Bucy

-Lesli Taylor
Learning from tests: Using tests as a study tool.
Faculty Mentor: Kathleen Arnold

-Jordan Campbell
A multimedia reminiscence activity for the older adult.
Faculty Mentor: Thomas Pierce

- Blake Flinchum, Taylor Jenkins, Ashley Williams, Julia Robertson, & Shannon Nichols
Stress and working memory performance.
Faculty Mentor: Jeff Willner

Session 2
Poster Presentations
5:00-6:30 – Heth 014

-Gabrielle Amie, Jennifer Cole, & Emily Schneeberg
An investigation of self-esteem as a moderator of pluralistic ignorance for attitudes toward hookups.
Faculty Mentor: Jeffery Aspelmeier

-Shelby Barr
Does social media use buffer against the negative consequences of ostracism?
Faculty Mentor: Nicole Iannone

-Jamie Becker, Kylia Luna & Shanil Salazar
Is age but a number? Prejudice towards age-gap relationships.
Faculty Mentor: Jenessa Steele

-Kaitlin Brady, Lauren Wright, & Hannah Stewart
Investigation of mental health knowledge as a moderator of pluralistic ignorance for mental health stigmas.
Faculty Mentor: Jeffery Aspelmeier

-Deanna L. Cashel & Phoebe R. Jarmon
Attitudes towards "Outsiders": Pluralistic ignorance and ethnocentrism.
Faculty Mentor: Jeffery Aspelmeier

-Tazhane Clarke, Haley Shafer, Jennifer Cole, & Dymon Williams
The detrimental effects of opioid use in the Appalachians.
Faculty Mentor: Pei-Chun Tsai

-Teddie Cregger, Katty Mancia, Dominic Sierra, Iris Traylor, & Takoria White.
Linking coaching encouragement and outcomes among college athletes ─ Literature review.
Faculty Mentor: Pei-Chun Tsai

-Teddie Cregger & Natalie Keith
Aging stereotypes on the recall of words related to Disney films.
Faculty Mentor: Jenessa Steele

-Salena Diaz
Using parasocial relationships to connect: How need to belong is related to parasocial relationships.
Faculty Mentor: Nicole Iannone

-Gabriele Druckenmiller, Sayrel Garcia, Sophia Gonzalez
Linking Crime, Poverty and Race.
Faculty Mentor: Pei-Chun Tsai

-Allana Dye, Amanda Moriarty, & Takoria White
Video interventions among college students: The process of reducing fallacious attitudes against older adults.
Faculty Mentor: Jenessa Steele

-Mackenzie Madison, Kayla Croy, & Keionna Stores
Who would you hire?
Faculty Mentor: Jenessa Steele

-Sofia Martinez
Culture and ageism.
Faculty Mentor: Jenessa Steele

-Sofia Martinez, Amanda Chappell, & Rachel Scott Steele
Exploring age differences in responses to disrespect among young and older adults.
Faculty Mentor: Jenessa Steele

-Lauren McIntyre, Yajaira Flores, & Tori Staten
Racial Diversity in universities in Virginia.
Faculty Mentor: Pei-Chun Tsai

-Flora Papadimitriou, Brandi Edwards, & Callie King
Does the way couples cheat moderate pluralistic ignorance for attitudes about infidelity?
Faculty Mentor: Jeffery Aspelmeier

-Rebecca Radinsky, Ana Portillo, Eudoxia Strother, & Ross Washington
Cultural competence in social work.
Faculty Mentor: Pei-Chun Tsai

-Nicole Ray, Katelynn LaCombe, Kelsey Frank, & Lauren Buynack
Continuous Recording of EEG.
Faculty Mentor: Thomas Pierce

-Crishauna Rolack, Lauren Wright, & Lesli Taylor
Can making students more curious enhance learning?
Faculty Mentor: Kathleen Arnold

-Heather Sayers, Crishauna Rolack, & Alexa Sanford
Does Greek membership moderate pluralistic ignorance in attitudes toward college drinking?
Faculty Mentor: Jeffery Aspelmeier

-Skylar Sojka, Kara Kincaid, & Jordan Campbell
Neuroticism's impact on ageism.
Faculty Mentor: Jenessa Steele

-Jane Spencer, Geremias Bencomo, & John Saad
Is Pluralistic ignorance in attitudes of academic adjustment moderated by locus of control?
Faculty Mentor: Jeffery Aspelmeier

-Ivonee Thompson, Lacey Day, & Meghan Ramsey
Ageism in healthcare.
Faculty Mentor: Jenessa Steele

-Lauren Wright & Celie McKinley
Connecting cognitive processes to closed-book essays
Faculty Mentor: Kathleen Arnold

Abstracts

Gabrielle Amie, Jennifer Cole, & Emily Schneeberg
An investigation of self-esteem as a Moderator of Pluralistic Ignorance for Attitudes Toward Hookups.
Faculty Mentor: Jeffery Aspelmeier
Poster Presentation – Session 2

This study investigates potential pluralistic ignorance within college students' comfort with hookups. This study also tested whether self-esteem moderates pluralistic ignorance for attitudes about hookups. Pluralistic ignorance occurs when the majority of individuals privately reject a perceived norm that they incorrectly assume is accepted by that majority. In the present study, 100 participants (18% male and 81% female) ranged in ages from 18 to 24 and reported a variety of ethnicities, religions, and socioeconomic backgrounds. The study utilized a mixed, within-subjects experimental, and between-subjects correlational design. The results of the study demonstrated that there was significant pluralistic ignorance. Reports of one's own comfort with hookups were significantly lower that estimates of others' comfort with hookups. There was no main effect for self-esteem, nor did self-esteem moderate pluralistic ignorance for hookups.

Shelby Barr
Does social media use buffer against the negative consequences of ostracism?
Faculty Mentor: Nicole Iannone
Poster Presentation – Session 2

Previous research has shown that comparing oneself to others on Facebook is associated with negative outcomes (Feinstein, Hershenberg, Bhatia, Latack, Meuwly, & Davila, 2013; this comparison process occurs via people's social media feeds). However, other research has shown that viewing one's own Facebook profile improves self-esteem (Gonzales & Hancock, 2011) and makes people feel better following an ego threat (Toma & Hancock, 2013). The purpose of this research was to examine whether social media sites, more specifically Facebook and Instagram, can be used to buffer against the negative consequences of an ego threat, specifically ostracism (Williams, 2009). We specifically predicted that viewing one's own profile on Facebook or Instagram before ostracism would be associated with more positive outcomes (in the form of higher need satisfaction and more positive mood) than viewing their social media feed. Participants (n=82) completed an in-lab study where they were randomly assigned to one of four conditions: Facebook newsfeed, Facebook profile, Instagram newsfeed, or Instagram profile. Participants were told to go on Facebook or Instagram and view either their newsfeed or profile for five minutes. Following this they played a virtual ball-tossing game that was programmed to exclude them. They then completed a survey assessing need satisfaction (a measure assessing belonging, self-esteem, meaningful existence, and control), mood, and state self-esteem. There

were marginally significant results for type of social media, as participants who were on Instagram reported higher need satisfaction than those on Facebook. There weren't any main effects for profile versus feed, nor any interactions.

Jamie Becker, Kylia Luna, & Shanil Salazar
Is age but a number? Prejudice towards age-gap relationships.
        Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
The topic of the current study is the investigation of prejudice towards age-gap relationships with a 20-year age difference. The study consisted of 127 participants who were recruited using SONA from Radford University, a small campus located in southwest Virginia of approximately 9,400 students. This was an experimental study using random assignment to age-gap relationships to determine participants' perceived prejudice of acceptability, commonality, and how long the relationship will last. A one-way ANOVA was utilized in this study to evaluate the perceived prejudice amongst these age-gap relationships. We found a significant difference between age-gap groups for acceptability, commonality, and how long the relationship would last. Specifically, we found study participants rated the age-gap of 20-yr old/40-yr old relationships to be significantly less acceptable, less common, and less lasting compared to the other two age-gap relationships (40/60-yr old and 60/80-yr old). These findings conclude that there is significant prejudice towards age-gap relationships. There is a lack of previous research before this current study, therefore future research is necessary. This research on age-gap relationships is also beneficial for research on ageism and how ageism effects our society. This study can be replicated to analyze significance amongst gender.

Kaitlin Brady, Lauren Wright, & Hannah Stewart
Investigation of mental health knowledge as a moderator of pluralistic ignorance for mental health stigmas.
        Faculty Mentor: Jeffery Aspelmeier
Poster presentation – Session 2
The present study investigates pluralistic ignorance within attitudes about seeking mental health services and whether this effect is moderated by mental health knowledge. Pluralistic ignorance would be reflected in a pattern of results where participants report higher comfort levels contacting counseling service than they think that other people (friends or the average student at Radford) would report. A total of 132 participants, recruited from the Psychology Department participant pool, completed self-report measures of their own attitudes about comfort with contacting counseling services, their beliefs about their friends' comfort with contacting counseling services, their beliefs about their peers' comfort with contacting counseling services, and their own mental health knowledge (MHK). It was expected that those participants that have high mental health knowledge would be more comfortable contacting counseling services than those with low mental health knowledge, and thus demonstrate greater pluralistic ignorance. The

results show that students had significantly higher comfort levels than they perceived their friends would have and that the average student would have, which reflects a pattern of pluralistic ignorance. Perception of their friend's comfort levels did not significantly differ from the perception of the average Radford student. Those with high MHK had higher comfort levels seeking counseling services than those with low MHK. However, the interaction between targets of comfort ratings and MHK was not significant.

Jordan Campbell
A multimedia reminiscence activity for the older adult.
        Faculty Mentor: Thomas Pierce
Oral Presentation – Session 1
This project was completed to learn all about one's lifetime through the act of reminiscing. Multimedia such as photographs, voice recording software, and PowerPoint were used. This particular project was special because it was done with the authors' grandmother. Hundreds of photographs that were taken over the last 70 years were sorted through and then uploaded onto a PowerPoint presentation. Photographs were categorized by childhood, marriages, children, grandchildren, etc. Each slide contains one picture or a group of pictures that she talked about in a recording. The recording software used was called Audacity. An audio file of the recording was inserted into the PowerPoint slide containing the picture that went with it. The PowerPoint presentation was then copied to CDs, so that other family members and friends could enjoy the presentation. When going through the slideshow, a viewer can choose to listen to the recording of their choice. Each picture brought back a memory to my grandmother, sometimes even several memories and memories that she forgot she had. Overall, this project was intended to look at my grandmother's lifetime through the use of pictures, but it turned out to be a gift that family members and friends can have to look back on her life for years to come.

Deanna L. Cashel & Phoebe R. Jarmon
Attitudes toward "Outsiders": Pluralistic ignorance and ethnocentrism
        Faculty Mentor: Jeffery Aspelmeier
Poster Presentation – Session 2
The present study investigates the pluralistic ignorance effect within attitudes about ethnocentrism and whether this effect is moderated by self-esteem. Pluralistic ignorance occurs when a majority of group members privately reject a norm, but incorrectly assume that most others accept it, and therefore go along with it. A total of 102 participants, recruited from the Psychology Department participant pool, completed self-report measures of their own attitudes about ethnocentrism, the average student's attitude about ethnocentrism, and then their own ratings for self-esteem. It was expected that individuals who have high self-esteem would rate themselves lower in ethnocentrism and their peers higher in ethnocentrism (reflecting high pluralistic ignorance), and those who report low self-esteem would have similar ratings of ethnocentrism as their peers (reflecting low pluralistic ignorance). A main effect for target (self

vs. other) was observed. Participants reported significantly lower ethnocentrism than they expected their peers to have, which is consistent with a pattern of pluralistic ignorance. Although not significant (due to small sample size), a small interaction was observed between self-esteem and target for ethnocentrism ratings. The discrepancy between self and other ratings appears to be stronger among participants with low self-esteem than the discrepancy observed among participants with high self-esteem. However, this pattern is not consistent with hypotheses.

Tazhane Clarke, Haley Shafer, Jenifer Cole, & Dymon Williams
The detrimental effects of opioid use in the Appalachians.
        Faculty Mentor: Pei-Chun Tsai
Poster Presentation – Session 2
The Opioid Epidemic effects thousands of people across the nation daily due to its appeal as a pain reliever and highly addictive chemical makeup. This study focuses on its detrimental effects on the West Virginia and Virginia areas compared to the rest of the nation by viewing the death toll in a variety of ways. This research will look at race and geography (by state and region) to determine if there are any significant differences amongst how opioids are used to target people. Additionally, creating our own study, two academic articles will be compared from a previous date and from the present to view the rate of change of the death toll amongst the various states and variables which we have selected.

Teddie Cregger & Natalie Keith
Aging stereotypes on the recall of words related to Disney films
        Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
The specific topic of this study is aging stereotypes on the recall of words related to children's films. The study will be conducted in an anonymously distributed questionnaire from about 105 participants. When the participant views a small clip of a Disney film this questionnaire is testing to see whether or not the participant unconsciously recalls ageist stereotypes of older adults whether it is negative, positive or neutral. A one-way ANOVA will be run for the results to determine where the significance lies between the three different Disney clips. It is hypothesized that undergraduates are going to recall more negative words after viewing one short clip from children's Disney movies than positive words. It is also hypothesized that more neutral words will be recalled than positive words.

Teddie Cregger, Katty Mancia, Dominic Sierra, Iris Traylor , Takoria White
Linking coaching encouragement and outcomes among college athletes ─ Literature review.
        Faculty Mentor: Pei-Chun Tsai
Poster Presentation – Session 2
Dinkmeyer and Losoncy (1996) suggested that encouragement is the process of facilitating one's development of their inner resources and courage toward positive changes, which reflects the

core values of Adlerian scholars. However, to further clarify the ambiguity of conceptual boundaries, Wong (2015) in his article defined encouragement as "the expression of affirmation through language or other symbolic representations to instill courage, perseverance, confidence, inspiration, or hope in a person(s) within the context of addressing a challenging situation or realizing a potential (p. 182)." Applying the concept to athlete coaching context, this literature review aims to explore the underlying mechanism of coaching encouragement and its associated outcomes. Research has shown that encouragement from coaching has provided many positive outcomes for athletes at different settings and contexts. Specifically, coaches' encouragement not only facilitates athletes' identity development and performance on the field (Jones, Woods, & Guillaume, 2015; Masten, Stazar, Zilavec, Tusak, & Kandare, 2014), but also helps increase their performance academically (Subijana, Barriopedro, & Sanz, 2015). As a result of using encouragement as feedback while coaching, athletes are more likely to feel confident and motivated (Weiss, Amorose, & Wilko, 2009), as well as be more positive and encouraging to their teammates (Bolter & Weiss, 2013).

Salena Diaz
Using parasocial relationships to connect: How need to belong is related to parasocial relationships.
  Faculty Mentor: Nicole Iannone
Poster Presentation – Session 2
Parasocial relationships (PSRs) are one-sided relationships with media figures that lack the direct contact of real-life relationships but maintain similar levels of perceived intimacy (Schiappa, Gregg, & Hewes, 2005). Previous research has demonstrated the protective features of PSRs against threats to belongingness (Derrick, Gabriel, & Hugenberg, 2009) and how need to belong relates to following more potential PSR targets on social media (Iannone, McCarty, Branch, & Kelly, 2018). Sharing a PSR might provide a way of connecting with others, which might be particularly useful for those higher in need to belong. We predicted that people higher in need to belong would feel closer to, and more committed and satisfied with their PSR, be more likely to share their PSR with others, and have more positive perceptions of PSRs generally. Participants (n=151) completed an online survey where they answered questions about their favorite celebrity, their perceptions of PSRs, and their need to belong. Significant positive correlations were found between need to belong, closeness and commitment to their PSR, and sharing their PSR with others (rs>.26). Marginally significant positive correlations were found between need to belong and satisfaction with their PSR and perceptions of PSRs generally (rs>.14). These findings suggest that those high in need to belong might use PSRs to fulfill belonging needs through their relationship with their PSR but also by using their PSR to connect with others. Additionally, people higher in need to belong have more positive perceptions of PSRs, suggesting they may view PSRs as healthy and helpful.

Gabriele Druckenmiller, Sayrel Garcia, & Sophia Gonzalez
Linking crime, poverty and race.
Faculty Mentor: Pei-Chun Tsai
Poster Presentation – Session 2
Minorities have been the target subject for many years and more minorities are incarcerated than whites. Do police tend to target African Americans, Asian Americans and Hispanics more than whites? We conducted research and read several published journal articles to prove our theory correct. In all studies, Black men concluded feeling nervous or worried when thinking about police encounters and specifically in fear for their lives when having a direct police encounter (Najdowski, Bottoms, Goff, 2015, para 1). The last several years there has been a high increase in the rate of police officers shooting minorities studies have shown.

Allana Dye, Amanda Moriarty, & Takoria White,
Video interventions among college students: The process of reducing fallacious attitudes against older adults.
Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
This experimental research analyzed the effects of a brief video intervention on the ageist views of younger adults. The experiment was measured using two scales, Anxiety about Aging Scale (AAS) and The Fraboni Scale of Ageism (FSA). Forty-six undergraduate students were recruited through Radford's SONA website and completed the questionnaire on Qualtrics. Participants were asked six demographic questions, eighteen Anxiety about Aging Scale items, twenty-nine Fraboni Scale of Ageism items, and given one of the three randomized conditions, AARP positive video, *The Golden Girls* video, or no video. After the condition, participants took the Fraboni Scale of Ageism again for a second time. Next, the raw data drawn from the questionnaire was examined using SPSS database. Utilizing a one-way ANOVA, results suggested that participants who received the AARP positive aging video scored significantly lower on the Fraboni Scale of Ageism questionnaire the second time compared to participants who received *The Golden Girls* video or no video.

Blake Flinchum, Taylor Jenkins, Ashley Williams, Julia Robertson, & Shannon Nichols
Stress and Working Memory Performance.
Faculty Mentor: Jeff Willner
Oral Presentation: Session 1
Numerous studies have shown that stress can negatively impact a wide variety of functions, including physical health, mood states, and cognitive performance. In the present study, students filled out a number of instruments relating to perceived stress, mood, social support, and personal characteristics. As the last task in the survey, students completed a working memory task in which we investigated the effects of a stressor (rate of presentation) on working memory performance. We varied the workload on students by manipulating the rate of presentation of a

list of 12 words (2-3 sec/word or 10 sec/word). The students then did a distractor task consisting of three simple math problems. Afterwards, the students were presented with another list of words containing the 12 original words as well as six distractor words, and asked to identify which words that had been previously presented. We are currently collecting data on the task, and will analyze differences in performance as a function of rate of presentation and the students' overall levels of perceived stress. We anticipate that students in the faster presentation condition will perform more poorly than those in the longer presentation condition, and that overall levels of performance will vary with students' perceived stress levels.

Brittany Hale
Parental warmth and its effect on adolescent Body Mass Index.
　　　Faculty Mentor: Jayne Bucy
Oral Presentation – Session 1
This study was conducted in order to better understand the effects of parental warmth and adolescent gender on an adolescent's Body Mass Index (BMI). It was hypothesized that there would be a significant interaction between parental warmth and adolescent gender. A sample of 8,703 eight grade students and their parents were drawn in the spring of 2007 to complete the study. Parents were asked to complete a survey that included questions regarding parental warmth and students were measured and weighed in order to calculate a BMI. A two-way Analysis of Variance (ANOVA) was used to analyze the data collected. The results showed that there was not a significant interaction between parental warmth and gender on adolescence BMI. Furthermore, there was no main effect of parental warmth with regards to BMI. Therefore, it can be concluded that neither parental warmth nor adolescent gender has a marked effect on adolescent BMI.

Catherine Hotchkiss
The effects of readiness tests and classroom management on retention rates of kindergarten students.
　　　Faculty Mentor: Jayne Bucy
Oral Presentation – Session 1
The purpose of this study was to determine the effect of kindergarten readiness tests in combination with incentives for teachers to improve classroom management techniques on retention rates of kindergarten students. Data was taken from the Early Childhood Longitudinal Study from the school administrator survey in which administrators answered questions regarding their school and policies. The sample consisted of eight hundred sixty-six principals with an average of ten years in the position. The study found that schools that implemented kindergarten readiness tests and incentives for teachers did not have statistically significantly lower retention rates. In addition, there was no statistical significance of the main effects in implementing either readiness tests or incentives for teachers in reducing retention rates.

Callie Jongbloedt
The relationship between political affiliation, importance of religion in raising children, and parental warmth.
Faculty Mentor: Jayne Bucy
Oral Presentation – Session 1
Research suggests that parental warmth is an important factor that could potentially lead to more Positive outcomes in children. The purpose of the current study is to examine any relationships that may exist between political affiliation, importance of religion in raising children, and parental warmth. Based on a brief literature review, the hypotheses of the current study are that 1) parents who identify as Liberal will also report higher levels of warmth towards their child than Conservatives, 2) parents who report that religion is "very important" or "important" in raising their children will report higher levels of warmth than those who said religion was "somewhat important," "not at all important" or reported having no religion or religious beliefs, and 3) there will be an interaction effect between political affiliation, and importance of religion in raising children, on parental warmth. Data used in the current study was obtained from the National Center for Educational Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), which included a sample of 7952 parents who responded to questionnaires given by trained evaluators using Computer assisted interviewing (CATI). A two way ANOVA was conducted to test the hypotheses. My hypotheses were not confirmed.

Mackenzie Madison, Kayla Croy, & Keionna Stores
Who would you hire?
Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
Ageism is important to look at because it unknowingly affects people every day. There were questions as to whether participant age will significantly positively or negatively predict the likelihood to hire an older adult or younger adult. This study also looked at how ageism could moderate the relationship between participant age and the likelihood to hire an older or younger adult. To answer these questions a survey link using Qualtrics was sent to younger and older adults using social media and Sona recruiting for undergraduate students. The survey included questions from the Ambivalent Ageism Scale, hiring scenarios, and a word association test. Results from the bivariate correlations, found that there was no correlation between age of participant and likelihood to hire an older or younger adult. This research found a significant negative correlation between participant age and ageism. The older the participant, the less ageist they were. Conclusions and future directions will be discussed.

Sofia Martinez
Culture and ageism
 Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
With such a large population of the US to be over 65 outnumbering young people, ageism and negative ageist stereotypes can affect social, psychological and physical health of older adults. Previous research has explored how implicit ageism can contribute to discrimination towards older adults in the workplace and in job seeking. In addition to the large aging population, the US is increasingly becoming more ethnically diverse (US Census 2017). How does the diverse culture shift as well as increase in multi-generational house-holds effect/contribute to possible ageism, ageist stereotypes? What are the different cultural ideas/beliefs about aging? This study aimed to explore the possible cultural differences in respect to ageing. Additionally, this report aimed to explore multi-generational house-holds effects on possible ageism.

Sofia Martinez, Amanda Chappell, & Rachel Scott
Exploring age differences in responses to disrespect among young and older adults
 Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
Disrespectful actions have many negative repercussions, as disrespect can foster hostility, prompt violence, and negatively impact relationships (Hawkins, 2015; Miller, 2001). Emotional responses to disrespect tend to be negative, although more research is needed to investigate overall reactions to disrespectful experiences across the lifespan. This study will investigate how different age groups respond to being disrespected, specifically by being ignored. In the current study, young and older adult participants will respond to six scenarios, which portray ignored disrespect. Within the scenarios, the relationship with the disrespect perpetrator will vary from very close to distant. The participants will report their emotional response and overall sensitivity to the particular disrespectful encounters. Young adults are expected to be more sensitive and have a stronger negative emotional response to disrespect than older adults. Older adults are expected to react more negatively overall to being disrespected by someone close to them rather than someone who is more distant. In general, all participants will be more offended by disrespect when the perpetrator is someone very close to them. Learning more about reactions to disrespect can have implications for a variety of settings, including in schools, at home, and within healthcare settings.

Lauren McIntyre, Yajaira Flores, & Tori Staten
Racial diversity in universities in Virginia.
 Faculty Mentor: Pei-Chun Tsai
Poster Presentation – Session 2
The purpose of our study was to examine racial diversity across public universities of Virginia and also across a ten-year period. The background information gathered emphasized the

importance of having a campus enriched in diversity and the plethora of benefits that come to both the students and the university as a whole. We observed the demographics among various universities and compared the collected data to each other. We also looked at the changes that have been occurring over time and concluded that there has been an enormous increase in different ethnic and cultural backgrounds on college campuses as well as an exponential growth of minorities entering higher education institutions.

Flora Papadimitriou, Brandi Edwards, & Callie King
Does the way couples cheat moderate pluralistic ignorance for attitudes about infidelity?
    Faculty Mentor: Jeffery Aspelmeier
Poster Presentation – Session 2
The present study investigates pluralistic ignorance within attitudes about cheating in romantic relationships and whether type of infidelity (e.g., texting, social media, physical) moderates pluralistic ignorance. A total of 105 participants, recruited from the Psychology Department participant pool, completed self-report measures of their own attitudes about infidelity, the average student's attitudes about infidelity, and a measure of self-esteem. It was expected that the type of infidelity would affect pluralistic ignorance where pluralistic ignorance would be greatest for physical infidelity and smallest for infidelity committed through social media. Students reported being less comfortable with infidelity than they expected their peers to be, which is consistent with a pattern of pluralistic ignorance. Additionally, overall ratings of comfort with being unfaithful in a physical way were significantly lower than the ratings of infidelity carried out through texting or social media. The interaction between target ratings and type of infidelity was not significant.

Flora E. Papadimitriou, Hanna R. Hatfield, Kelsey M. Frank, Ashley M. Sprinkle, & Tori J. Sheets
Measuring the potential for resilience among college women.
    Faculty Mentor: Jeff Aspelmeier & Ann Elliott
Oral Presentation – Session 1
The present study evaluated the convergent and incremental validity of the Adolescent Girls' Resilience Scale (AGRS; Aspelmeier, Whittington, & Budbill, 2015) within a sample of women enrolled in their first semester at college. A sample of 503 females enrolled in their first semester of college, ranging in age from 17 to 24 ($M = 18.03$, $SD = .48$) completed a battery of measures in an online format in a laboratory setting. Measures included the Adolescent Girls Resilience Scale (AGRS; Aspelmeier, Whittington, & Budbill, 2015), Resiliency Scale for Children and Adolescents (RSCA; Prince-Embry, 2007), Rosenberg Self Esteem Scale (Rosenberg, 1965), Social Support Questionnaire-short form (Sarason, Sarason, Shearin, & Pierce, 1987), Experiences in Close Relationships (Brenna, Clark, & Shaver, 1998), and Symptom Checklist 90-Revised (SCL-90-R; Derogatis, 1994). The AGRS strongly converged with self-esteem, social support, attachment security, and severity of psychological symptomatology. The AGRS also showed superior utility in predicting psychological symptomatology compared to equivalent

components of the RSCA. The AGRS accounted for a larger portion of the variability in symptomatology than did the RSCA. The shorter length and superior predictive utility make an effective, free alternative to the commercially available RSCA for assessing factors that are predictive of resilient responding to adversity or trauma among college age women.

Rebecca Radinsky, Ana Portillo, Eudoxia Strother, & Ross Washington
Cultural competence in social work.
      Faculty Mentor: Pei-Chun Tsai
Poster Presentation – Session 2
This project will be discussing cultural competence in social work and the effects that it can have within the workplace. Social workers inherently hold several biases about groups that they do not belong to. To be an effective social worker, one needs to bring these biases to light. It's important for social workers to have a knowledge base on their clients' cultures, life experiences, and are sensitive to the differences among people and cultural groups. Social workers should be educated and continue to seek an understanding of social diversity and/or oppression with respect to race, ethnicity, religion, age, socio-economic status, etc. For example, people who have a mental illness or disorder are viewed negatively by those around them because of the stigma that surrounds this community. It's crucial for social workers to practice cultural competence and humility to ensure their clients receive the best resources, tools, and support when they reach out for help.

Nicole Ray, Katelynn LaCombe, Kelsey Frank, & Lauren Buynack
Continuous recording of EEG.
      Faculty Mentor: Thomas Pierce
Poster Presentation – Session 2
This presentation provides a brief overview of the use of electroencephalography (EEG) to investigate the activity of the brain, including a brief description of the source of electrical potentials in the cortex and common clinical uses of EEG. We also describe the use of a low cost EEG system produced by OpenBCI. This system records EEG from 16 locations on the surface of the scalp using a new dry electrode technology that does not use electrode gel and requires a set-up time of only five minutes. The OpenBCI EEG headset can either transmit data wirelessly to a computing device running OpenBCI software, or it can store up to six hours of data on a micro SD memory card attached to the EEG headset. We will demonstrate the use of EEG hardware and software at the session, displaying EEG recorded from student researchers and interested volunteers. The presenters will also describe a number of data displays provided by the OpenBCI signal recording software, including real-time views of voltages recorded from all 16 electrode sites and displays of the frequency components of EEG waveforms. Finally, a study is described which is investigating cycles in slow and fast wave EEG activity while participants view a 12-minute instructional video.

Chrishauna Rolack, Lauren Wright, & Lesli Taylor
Inducing curiosity: Can making students more curious enhance learning?
        Faculty Mentor: Kathleen Arnold
Poster Presentation – Session 2
Curiosity can be a motivating factor for students, which can enhance learning. Prior work examining the effect of curiosity on learning has largely relied on natural variation in curiosity, showing that learners better remember answers to questions they are intrinsically more curious about (Kang et al., 2009; Marvin & Shohamy, 2016). In this study, we go a step further by examining the effects of inducing curiosity on learning. That is, can we make students more curious and, if so, will this induced curiosity enhance learning? We attempted to manipulate curiosity using Loewenstein's (1994) information gap theory of curiosity, which suggests curiosity results from a perceived gap between what a learner knows and what they want to know. While keeping the learning material constant, we manipulated the perception of a gap, which resulted in significant differences in induced curiosity. However, in four experiments, increasing curiosity did not result in an increase learning. This could be because of third variables such as knowledge. For example, if a participant has more knowledge about a topic that could increase their curiosity and their learning. In these experiments, we manipulated curiosity without changing knowledge, which may explain why we failed to find an impact on learning.

Heather Sayers, Crishauna Rolack, & Alexa Sanford
Does Greek membership moderate pluralistic ignorance in attitudes toward college drinking?
        Faculty Mentor: Jeffery Aspelmeier
Poster Presentation – Session 2
The present study investigates pluralistic ignorance within attitudes toward college drinking and whether pluralistic ignorance is moderated by Greek organization membership. Pluralist ignorance occurs when public behaviors and private beliefs or attitudes do not match because group members are conforming to a perceived norm that does not actually exist (Miller & Prentice, 1993). A total of 126 participants, recruited from the Psychology Department participant pool, completed self-report measures of their own attitudes about college drinking and the average student's attitudes about college drinking. It was expected that the participants who were in a Greek Organization would have higher levels of comfort toward college drinking than the participants who were not a part of a Greek Organization and thus show lower levels of pluralistic ignorance. The main effect for the target ratings was significant. Self-comfort ratings were significantly lower than ratings for the average Radford University student, which is consistent with the pattern of pluralistic ignorance. The main effect for Greek membership was not significant. Ratings made by Greeks and non-Greeks did not differ. The interaction between target ratings and Greek membership was not significant. The observed levels of pluralistic ignorance did not differ across Greeks and non-Greeks.

Annie Kate Snavely
Predicting adolescent self-esteem from parent socioeconomic status, warmth, and religiosity.
      Faculty Mentor: Jayne Bucy
Oral Presentation – Session 1
The purpose of this study was to examine the effectiveness of three resiliency factors in predicting adolescent self-esteem. 7,425 participants (3,646 males, 3,779 females) were included in the current study using the dataset provided by the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K). The ECLS-K study provided questionnaires completed by the parents of participants as well as the participants themselves. Data for the current study were acquired specifically from the report produced in the cohort's eighth grade year, when the participants ranged in age from 12 to 16 years. Ratings of parental socioeconomic status (SES), parental warmth towards the adolescent, and parental religiosity were obtained, as well as the participant's rating of self-concept. A multiple regression model was used to determine if parental SES, warmth, and religiosity could predict the adolescent's overall self-concept in the eighth grade. A statistically significant overall effect of parental SES, warmth, and religiosity on adolescent self-esteem was observed, $F(3, 7421) = 69.808$, $p < .0001$. $R2 = .027$. However, only SES and religiosity added statistically significantly to the prediction, $p < .0001$. Warmth did not add statistically to the prediction, $p = 0.85$. These results indicate that a higher SES along with greater parental religious beliefs and activity are strongly correlated with a higher rating of adolescent self-esteem.

Skylar Sojka, Kara Kincaid, & Jordan Campbell
Neuroticism's impact on ageism.
      Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
The current study examined the relationship between neuroticism, experience (with older adults), aging anxiety, and its role on ageism. The researchers specifically looked at how neuroticism and aging anxiety determined an individuals' ageist views. All participants involved in the current study were Radford University students who were allotted extra credit points for participating. Qualtrics was utilized to create and produce the survey and it was then published on Radford University's SONA website, as a location of access for students. The Statistical Package for the Social Sciences (SPSS) software was used to analyze data and run additional statistical tests. Results revealed a significant relationship between the neuroticism measure and the aging anxiety scale, such that those who scored higher on neuroticism, scored higher on anxiety about aging. This was the only significant relationship found within the study. Limitations may include a limited sample size, as well as a non-diverse sample size.

Jane Spencer, Geremias Bencomo, & John Saad
Is Pluralistic Ignorance in Attitudes of Academic Adjustment Moderated by Locus of Control?
      Faculty Mentor: Jeffery Aspelmeier
Poster Presentation – Session 2
The present study investigates the pluralistic ignorance effect within attitudes about academic adjustment, and whether this effect is moderated by locus of control. Pluralistic ignorance occurs when individual misperceive a social norm and often takes form of misestimating what one's peers believe. A total of 55 undergraduate students were recruited from the Psychology Department participant pool. Participants completed self-reported measures of their own academic locus of control, their own academic adjustment, and estimates of the average student's adjustment to college. It was expected that participants reporting greater internal locus of control would report a smaller discrepancy between their own academic adjustment and how well they think their peers are adjusting (reflecting less pluralistic ignorance), compared to the discrepancy observed for participants reporting lower levels of internal locus of control (reflecting greater pluralistic ignorance). There was a significant main effect for locus of control. Participants reporting higher internal locus of control also reported better adaptation to the academic aspects of college than participants reporting less internal or greater external locus of control.

Lesli Taylor
Learning from tests: Using tests as a study tool.
      Faculty Mentor: Kathleen Arnold
Oral Presentation – Session 1
Studying and testing play an intricate role in the life of students. The purpose of the current proposal is to investigate the relationship between testing and studying, specifically the efficacy of studying. Prior studies have shown that interpolated testing, which is taking tests after you finish learning one chunk of information, increases how much you can learn on the next chunk of information. One reason that interpolated testing benefit learners may be because they make better study decisions. Prior studies have shown that learners make study decisions based on their goals (e.g., get an "A"). To achieve these goals they create agendas, which serve as guides to help them achieve their goals based on an assortment of things such as the difficulty of the material and the amount of time they have to study. Agendas can be affected by manipulations such as time constraints and presentation of study material. Interpolated tests may also affect agendas by teaching students what worked and what did not, which is part of one's metacognitive knowledge. Therefore, interpolated testing may make students efficacious studiers. I hypothesize that testing increases student's metacognitive knowledge and that is in turn used to be more efficacious when studying. Prior studies have suggested that feedback may be necessary for students to gain this metacognitive knowledge, but this has not yet been directly tested. I hypothesize that students who receive feedback on tests will score better on following tests as well as be more effective when they study.

Ivonee Thompson, Lacey Day, & Meghan Ramsey
Ageism in healthcare.
        Faculty Mentor: Jenessa Steele
Poster Presentation – Session 2
The aim of this study was to examine ageism in health industries. Previous research has shown ageism being present in healthcare due to negative attitudes and stereotypes towards the older community. This study used a quasi-experimental study design to determine the role that patient age plays in referrals in cancer and depression. It is expected that there will be significant patient age difference in referrals to cancer and mental health such that the older patients will be less likely to be referred than younger patients. It is also expected that ageism to moderate the relationship between patients age and like to refer for breast cancer and depression. Participants were recruited from an undergraduate online survey on measures of ageism. Analyzed data was measured by using SPSS. Findings will be discussed.

Lauren Wright & Celie McKinley
Connecting cognitive processes to closed-book essays.
        Faculty Mentor: Kathleen Arnold
Poster Presentation – Session 2
How does what people think while studying affect their learning? Previous research conducted by Arnold, Drew, McDaniel & Marsh (in prep) looked at this idea, by comparing test performance for open-book and closed-book essays. However, they found no difference in how well the individuals did on the different essays. Instead, they found that individuals learned equally well on open- and closed-book essay but for different reasons. For this study, we are looking more in depth at the effects of writing a closed-book essay as a learning tool and how an individual's cognitive processes are involved. According to previous research, learning is enhanced when the cognitive processes of retrieval, organization, and elaboration are engaged by writing. Therefore, we are testing an intervention designed to enhance these processes while writing a closed-book essay. Half of the participants will get an outline while writing their essay, which should boost retrieval as well as organization and elaboration. Ultimately, we are expecting participants with the intervention present to perform better. By merging the three types of cognitive processes together participants should understand and retrieve the information from the essay which will then help them better organize and elaborate on the essay itself and in turn perform better on the tasks given.