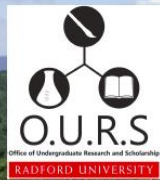


*Department of Psychology* **Fall 2017**  
*Fifth Annual*

# Psychology & Gender Research Symposium

Co-sponsors  
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The Center for  
Gender Studies



**C**ollege of  
Humanities &  
Behavioral  
Sciences

December 5th

Heth 022 & 043

3:30 - 6:30 pm

# Psychology Research Symposium Fall 2017 Program

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 All Center for Gender Studies presentations

## Session 1

### Oral Presentations

3:30-5:30 – Heth 022

-Rachel Alley

*The culprit of children's BMI*

Faculty Mentor: Dr. Jayne Bucy

-Bianca Contreras

*The effects of motivational beliefs, parental educational expectations, and socioeconomic status on eighth-grader's educational expectations*

Faculty Mentor: Dr. Jayne Bucy

-Virginia Banda García

*Predictors of higher education aspirations in eighth grade students*

Faculty Mentor: Dr. Jayne Bucy

-Taylor Gardner

*From kindergarten to high school: How do parents impact internalizing behaviors?*

Faculty Mentor: Dr. Jayne Bucy

-Kayla Matheny

*School safety measures: Based on community size and community/school problems*

Faculty Mentor: Dr. Jayne Bucy

-Arron Umberger

*Early grade retention: Are primary language and reading scores accurate predictors?*

Faculty Mentor: Dr. Jayne E. Bucy

4:40-4:55 Heth 022

# Short Documentary

- Elijah Dashiell-White

in collaboration with Nehemiah Bester (School of  
Communication)

*The great transition: From majority to minority*

Faculty Mentors: Dr. Stirling Barfield (Psychology) in  
collaboration with Drs. West Bowers & Michael J. Meindl  
(School of Communication)



# Oral Presentations

5:00-5:30 – Heth 022

-Haley Cryderman, Devon Cahill; Tazhane Clarke; and  
Cecilia Cruze 

*Women in the workforce*

Faculty Mentor: Dr. Sarah Hastings

-Taylor Kasey, Soo Lee, Ivey Leigh, and Lindsay Losey 

*Women in the world: Efforts to stop sex trafficking and  
tourism*

Faculty Mentor: Dr. Sarah Hastings

# Session 2

## Poster Presentations

5:00-6:30 – Heth 043

-Katarina Alatis

*The impact of intergenerational day care facilities*

Faculty Mentor: Dr. Jenessa Steele

-Katarina Alatis, Christianna Burks, Akira Harris, and Kendra Walker

*Friendships across the lifespan*

Faculty Mentor: Dr. Jenessa Steele

-Lataja Allen

*A deeper look into the relationship between disgust and homosexuality*

Faculty Mentor: Dr. Erin Kerfoot

-Angie Austin, Katie Easter, and Latrell Holland

*Narcissism and social media use: Assessing age as a potential moderator*

Faculty Mentor: Dr. Jenessa Steele

-Hayley Banks, Kemanna Eddings, Kayla Petzold, and Julianna Williams

*Coping mechanisms as a mediator between age and perceived experience of stress*

Faculty Mentor: Dr. Jenessa Steele

-Kortni Beeson


*Investigating the effects of positive, negative, and neutral words on memory retention*

Faculty Mentor: Dr. Erin Kerfoot

-Teddie Cregger, Eyanna Horton, and Sara Paxton

*Basic psychological needs satisfaction and stress: The mediating roles of denial coping, disengagement coping, and procrastination*

Faculty Mentor: Dr. Pei-Chun Tsai

-Joy Draper, Deysia Baldwin, Jordan Dishong, and Kelly DeCao 

*Lenore Walker*

Faculty Mentor: Dr. Sarah Hastings

-Katie Easter and Briana Williams


*Case study: Investigating effectiveness of CBT for impulsive children*

Faculty Mentor: Dr. Jennifer Mabry

-Danielle Farrell, Rachel Given, Sawyer Guest, and Giovanna Ledford 

*Evelyn Hooker*

Faculty Mentor: Dr. Sarah Hastings

-Danielle Farrell, Sawyer Guest, Madison Trail, and Lindsay Losey 

*Gender stereotyping in children's Halloween costumes*

Faculty Mentor: Dr. Sarah Hastings

-Lyndsey Good, Virginia Bass, and Jessie Rosario

*Decision-making across the lifespan*

Faculty Mentor: Dr. Jenessa Steele

-Eliza Green

*The other side of words: Dance therapy to promote healing of the mind and body*

Faculty Mentor: Dr. Stirling Barfield

-Maison Haase, Sara Hinkle, Raymond Lundy, and Gabriel Medley

*Physical and mental well-being of rats in isolation*


Faculty Mentor: Dr. Pamela Jackson

-Dorneya Halatai, Meredith King, Kyle Macintosh, Nicole Ray and Cassandra Homick

*A demonstration of continuous recording of EEG*

Faculty Mentor: Dr. Thomas Pierce

-Taylor Jenkins, Julia Robertson, and Leslie Taylor

*Anxiety, stress, workload, and satisfaction with life within gender* 

Faculty Mentor: Dr. Pamela Jackson

-Jennifer Madonia and Carolina Castedo

*Kitten in a mitten: The accurate identification of positive stimuli*

Faculty Mentor: Dr. Erin Kerfoot

-Sarah Nunley

*Think safety: A literature review of women and safety on a college campus* 

Faculty Mentor: Dr. Stirling Barfield

-Crishauna Rolack, Chantea Moore, Tiyana Merchant, and Lindsay Losey 

*Dr. Mary Koss*



Faculty Mentor: Dr. Sarah Hastings

-Heather Timmons, Symarra Southwell, and Madison Trail 

*Dr. Carol Gilligan*

Faculty Mentor: Dr. Sarah Hastings

-Christian Uzzle, Tara Grimm, and Zacherie Bryant

*Age differences in positive daily stressors*

Faculty Mentor: Dr. Jenessa Steele

-Rebecca Wiegmann, Jennifer Madonia, Crishauna Rolack,  
Cassandra Homick and Ashley Sprinkle 

*Does resilience mediate effects of predictors of psychological  
symptomatology?*

Faculty Mentor: Dr. Jeff Aspelmeier

-Rachel Wolf

*Mental health awareness and potential biases*

Faculty Mentor: Dr. Erin Kerfoot

# Abstracts

## **Katarina Alatis**

*The impact of intergenerational day care facilities*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

Intergenerational Facilities (IGs) encourage daily environments where adult day care and preschool/child care clients join together in activities. IGs can take many forms, and it is a way for anyone to feel connected to other age populations (Fifeld, 2016). Benefits of IG facilities include, but are not limited, to older adults feeling valued, having a sense of purpose, increased social integration with preschoolers, higher levels of positive (Newman & Ward, 1992). The purpose of this study was to investigate what Intergenerational Day Care Facilities are and how they can benefit both the adult and younger generations. I reviewed different types of Intergenerational Facilities across the state of Virginia, specifically focusing on common benefits and barriers of IG facilities experienced by the staff and clients.

## **Katarina Alatis, Christianna Burks, Akira Harris, and Kendra Walker**

*Friendships across the lifespan*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

Friendships are different throughout the lifespan. Depending on the age of the individual, people might focus more on either the quantity or the quality of a friendship. Previous research has shown that younger adults will more likely have more friendships (focus more on the quantity); whereas, older adults will focus on what their friendships bring them (quality). The current researchers hypothesized that age would be positively associated with the quality of friend support and negatively associated with quantity of social support, and that it is expected that age would be a moderator for the relation between quality of friend social support and satisfaction with life. The study included 152 college-aged students, middle adults, as well as older adults. The researchers collected college students online from the university Student Research Participation (SONA). They gathered the other participants by emailing participants. The participants were asked basic demographics and were also given the Social Support Questionnaire (SSQ), to determine if their relationships were based more on quantity or quality. To determine well-being, participants were also given the Satisfaction with Life Scale. The researchers ran correlations and regressions. The study found that both quantity and quality of social support positively associated with well-being. Age did not moderate the relationship between social support and well-being. Quantity was a significantly stronger predictor of well-being than quality of social support.

**Lataja Allen**

*A deeper look into the relationship between disgust and homosexuality*

Faculty Mentor: Dr. Erin Kerfoot

Poster Presentation

Disgust is the feeling of revulsion in response to an aversive stimulus. Evolutionarily, this emotion has helped keep us away from disease as well as noxious and rotten food. However, disgust has changed over time to include the distance we keep from one another. Disgust has been linked to moral perceptions and judgments as well as attitudes toward homosexuality. The current study was conducted to determine whether priming individuals with disgust would directly influence the relationship between disgust sensitivity and attitudes toward homosexuality. Participants were randomly assigned to one of two groups. The Disgust Primed group was presented with stimuli that induced feelings of disgust, while the Disgust Not Primed group was presented with items that were neutral and would not induce disgust. Measures of positive and negative affect, disgust sensitivity, and attitude towards homosexuality were obtained. Findings showed that positive affect declined following the stimuli presentation for those in the Disgust Primed group. Additionally, when disgust was primed, participants showed a negative relationship between their disgust sensitivity and positive attitudes toward homosexuality. There Disgust Primed group showed no relationship between disgust and homosexuality attitudes. These findings suggest that when presented with disgusting stimuli, the tendency to form biased judgments and negative attitudes towards homosexuality may increase. The implications of this finding suggest that disgust may play a role in attitudes toward other perceived outgroups.

**Rachel Alley**

*The culprit of children's BMI*

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation

Previous research has documented relationships between exercise, television, and soda/sports drinks consumption and children's body mass index (BMI). Using a multiple regression analysis, this study employs data from the Early Childhood Longitudinal Study (ECLS-K) to examine links between 8,267 eighth grade children's recorded BMI and their exercise amount, presence or lack of television in the bedroom, and amount of soda/sports drinks consumption. Television in the bedroom has a positive association with BMI, and low amounts of exercise are associated with an increase in BMI. However, a large amount of soda/sports drink consumption in children has a negative association with BMI.

**Angie Austin, Katie Easter, and Latrell Holland**

*Narcissism and social media use: Assessing age as a potential moderator*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

Social media use has increased rapidly over the last decade. Purposes for social media use includes providing social connectedness to the world, creative outlets, and means of self-promotion. Past literature findings regarding social media and self-promotion has found

correlations to narcissistic personality individuals and their frequency of use of social media outlets. Past literature hasn't addressed whether age could possibly be a moderator between social media use and narcissism. The purpose of this study was to explore the possible association of age as a moderator between narcissism and social media use. The researchers, using convenience sampling, surveyed 106 participants using an anonymous online survey. The participants answered demographic questions, took the Narcissistic Personality Inventory (NPI), and answered a modified version of the Social Media for Self Promotion Scale (Bryant & Sheldon, 2016) by answering six, 5 point Likert scale questions. The researchers found that narcissism was positively associated with self-promotion and frequency of use of social media. The researchers also found that there was a main effect of age on social media use and narcissism. Findings indicate that social media use frequency declines with age and that those who used social media more frequently had higher NPI and self-promotion scores.

**Hayley Banks, Kemanna Eddings, Kayla Petzold, and Julianna Williams**

*Coping mechanisms as a mediator between age and perceived experience of stress*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

Several researchers have studied aspects of age differences in coping. Most of what is known about coping has been inferred from cross-sectional studies of coping responses of older adults. The purpose of this study was to investigate age differences in coping with perceived daily stress in younger and older adults. Researchers wanted to find out whether coping would mediate the relationship between age and perceived experience of daily stress, after controlling for positive affect and self-related health. Participants included 138 Radford University students and non-university students ages 18-69. Individuals were asked to complete an online survey through SONA that contained questions that measured perceived stress and they also completed the BRIEF Cope questionnaire. Results revealed two significant interactions. There was a positive relationship between age and coping and a negative relationship between age and perceived daily stress. As predicted, the older the participant was, the less perceived daily stress they experienced.

**Kortni Beeson**

*Investigating the effects of positive, negative, and neutral words on memory retention*

Faculty Mentor: Dr. Erin Kerfoot

Poster Presentation

People are more likely to remember events connected with strong emotions rather than moments that are not emotionally significant. Strong emotions are those that lead to higher levels of arousal. Negative events and even words have been shown to increase arousal and improve memory recall. However, positive events and positive words may also increase arousal and show an enhancement in memory. The current study sought to examine the influence of positive words, as well as negative and neutral words, play in memory recall. It was hypothesized that emotional words, both positive and negative, would be better remembered compared to neutral words. Results indicated that, for overall number of words correctly remembered, positive words are more likely to be remembered compared to negative words. The current study also investigated primacy effects that revealed both positive and negative words were better remembered as compared to the neutral words. Participants were shown a series of 30 words (10

positive, 10 negative, and 10 neutral). After a delay period, participants were then asked to determine whether words presented during the recall task were the same as those presented earlier (“Presented”) or different (“Not Presented”). Results indicated that, for overall number of words correctly remembered, positive words are more likely to be remembered compared to negative words. There were no observed differences between positive and neutral and negative and neutral. Because primacy effects can influence memory retention, the current study also examined the difference in recall for the first three words presented in each category. Findings revealed that both positive and negative words were better remembered as compared to the neutral words. Findings suggest that emotional words are better remembered at the beginning of a list and that more positive words are remembered overall.

**Bianca Contreras**

*The effects of motivational beliefs, parental educational expectations, and socioeconomic status on eighth-grader’s educational expectations*

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation

Motivational beliefs, parental educational expectations, and socioeconomic status were examined in relation to eighth-graders’ educational expectations. Survey data on 6404 eighth-grade participants were obtained from the Early Childhood Longitudinal Study. Statistical analyses showed a positive correlation between parental and student educational expectations.

Additionally, students’ motivational beliefs and socioeconomic status were each found to significantly contribute to the prediction of educational expectations. Together, these findings suggest the influence of individual and family characteristics on how far the student expects to go in his or her education.

**Teddie Cregger, Eyanna Horton, and Sara Paxton**

*Basic psychological needs satisfaction and stress: The mediating roles of denial coping, disengagement coping, and procrastination*

Faculty Mentor: Dr. Pei-Chun Tsai

Poster Presentation

The self-determination theory proposed that competence (implies one’s desire to feel capable), relatedness (entails individual’s desire to interact and connect with others), and autonomy (refers to one’s sense of volition) are “three essential needs for achieving growth, integrity and well being” (Deci & Ryan, 2000, p. 229; Ryan, 1995). Research has shown that there is a negative association between basic psychological needs satisfaction and stress among college students (Britton, VanOrden, Hirsch, Niemiec, & Williams, 2014; Luyckx, Vansteenkiste, Goossens, & Duriez, 2009; Wei, Shaffer, Young, & Zakalik, 2005). However, little is known about the mechanism by which college students’ basic psychological needs satisfaction are negatively linked to their stress. Therefore, this study aims to explore whether denial coping, disengagement coping, and procrastination may serve as mediators for the relationships between basic psychological need satisfaction and stress. College students with greater basic need satisfaction are more likely to be guided by their inner motivation to behave in effective and healthy ways. Specifically, they may feel less restrained, frustrated, and isolated, which would enable them to

use less disengagement coping (e.g., give up trying to reach one's goal), denial coping (e.g., pretend as if it hasn't even happened), and procrastination (e.g., putting things off even when they are important), as a result, would have a negative association with stress.

**Haley Cryderman, Devon Cahill; Tazhane Clarke; and Cecilia Cruze** 

*Women in the workforce*

Faculty Mentor: Dr. Sarah Hastings

Oral Presentation

Our presentation examines women in differing levels of employment. Ranging from high-paying jobs to the service industry, employment is divided into four categories further divided into individual job fields. The percentages of women in those workforces is examined and presented. Women of diverse backgrounds are highlighted as well. The main point of the presentation is to see the drastic differences between the percentages of women in upper level jobs and lower level jobs. The last part of our presentation explains how women are fighting back against their workplace discrimination, focusing mainly on the pay gap and rights to equal pay for equal work. There is still much work to be done in order to break the glass ceiling, but women are not idly standing by, just waiting for it to happen.

**Elijah Dashiell-White in collaboration with Nehemiah Bester (School of Communication)**

*The great transition: From majority to minority*

Faculty Mentors: Dr. Stirling Barfield (Psychology) in collaboration with Drs. West Bowers & Michael J. Meindl (School of Communication)

Short Documentary

Come and join us as we look through another lens. Elijah Dashiell-White (Psychology) in collaboration with Nehemiah Bester (Communication) explore the journey of three Radford University students and their moves to college. This documentary details the transition from being a majority race in their hometown to a minority race at Radford University. Listen as their stories portray a wide range of emotions and shed light on an often overlooked perspective. Though we have almost 10,000 students here at the university, this documentary displays the concept that we each have our own unique individual story to tell.

**Joy Draper, Deysia Baldwin, Jordan Dishong, and Kelly DeCao** 

*Lenore Walker*

Faculty Mentor: Dr. Sarah Hastings

Poster Presentation

Women and members of minority groups are underrepresented in the history of psychology. This project had students explore the life and work of a past or current contributor to the psychology of women and/or gender. Group members selected Dr. Lenore Walker, known for her work in domestic violence. Dr. Walker's career is highlighted along with her publications and advocacy within the legal system.

**Katie Easter and Briana Williams**

*Case study: Investigating effectiveness of CBT for impulsive children*

Faculty Mentor: Dr. Jennifer Mabry

Poster Presentation

Cognitive Behavioral Therapy (CBT) has been utilized as an evidence-based treatment with children with anxiety, depression and other mental health disorders for many years (Kendall, 2015; Reynolds & Kamphaus, 2015). Manualized CBT curriculums are one type of evidenced-based programs that improve treatment integrity and fidelity across clinicians (Kendall, et al, 2010). This case study utilized a manualized (20-sessions) CBT treatment created by Kendall and colleagues for children with behavioral and emotional regulation issues (Kendall, 2007). This manualized CBT treatment includes a Therapist Manual (*Cognitive-Behavioral Therapy for Impulsive Children*) as well as a client workbook (*Stop and Think*). The client, an 8-year old male diagnosed with ADHD, was referred for concerns related to behavioral and emotional regulation. The aim of this case study is to investigate the efficacy of this specific CBT program and to add to the literature, given there is no existing literature beyond the author's studies. Pre- and post-test data was collected across sessions, teacher/parent rating scales, teacher/parent interviews and self-report rating scales. As a result of CBT *Stop and Think* Curriculum, the client made significant gains, met all treatment goals, and was able to apply skills learned during therapy across all settings. This study will emphasize the data collected from the child's perception regarding his own thoughts, behaviors and feelings prior to and post treatment, reported on his BASC-3 rating scales. Implications for implementation of an accelerated modified version (15 sessions) and strengths of including the child's perception and daily report card reinforcement will also be explored.

**Danielle Farrell, Rachel Given, Sawyer Guest, and Giovanna Ledford** 

*Evelyn Hooker*

Faculty Mentor: Dr. Sarah Hastings

Poster Presentation

Women and members of minority groups are underrepresented in the history of psychology. This project had students explore the life and work of a past or current contributor to the psychology of women and/or gender. Group members selected Dr. Evelyn Hooker, known for her work in destigmatizing same sex attraction. Dr. Hooker's contributions are described.

**Danielle Farrell, Sawyer Guest, Madison Trail, and Lindsay Losey** 

*Gender stereotyping in children's Halloween costumes*

Faculty Mentor: Dr. Sarah Hastings

Poster Presentation

Social learning theory asserts that engaging in gender stereotyped role play may increase spontaneous gender stereotyped behavior. Research conducted a generation ago found children's Halloween costumes reflected gender stereotypes by encouraging boys to portray scary characters and girls to portray passive, attractive characters. In an effort to determine whether this gender stereotyping still limits children's options, this study examined Halloween costumes currently marketed to children. Using an observational research design, we examined the Halloween costumes available for children in stores in the New River Valley and in Roanoke,

VA as well as through two online retailers. Results indicate retailers market costumes separately to boys and girls. Boys' costumes featured "tough" characters, while girls' costumes were portrayed as cute, stylish, and "sassy." Examples of available costume options are described and implications for future research are discussed.

**Virginia Banda García**

*Predictors of higher education aspirations in eighth grade students*

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation

Rather than focusing on academic achievement as a predictor of future aspirations, more and more research is focusing on students' attitudes toward academics and higher education. The present study looks to examine the relationship between gender, students' perception of their math performance, teachers' ratings of students' math skills and how far students think they will get in their education. Participants for this study were gathered from the Early Childhood Longitudinal Study—Kindergarten Class (ECLS-K). Data used were collected when participants were in 8<sup>th</sup> grade in Spring 2007. Findings from an ordinal logistic analysis indicate higher student and teacher ratings lead to higher educational aspirations. Moreover, males showed less indications of choosing higher educational aspirations than females.

**Taylor Gardner**

*From kindergarten to high school: How do parents impact internalizing behaviors?*

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation

This study investigates the relationship between 3 early life parental factors and mental health in adolescence. Specifically, it examines the ability of parental expectations, parental involvement and parent's psychological well-being in kindergarten to predict internalizing problems in eighth-graders. This study utilized longitudinal data collected on 7,470 parent-child pairs from kindergarten to eighth-grade. Participants included 3,739 male/ 3,731 female children (aged 5 to 16.5) and 6,125 female/1,345 male parents (aged 17 to 80) enrolled in the Early Childhood Longitudinal Study. Using a multiple regression analysis, researchers found that these 3 parental factors together predict a significant proportion of variability in adolescent internalizing problems. Additionally, statistically significant correlations were found between adolescent internalizing problems and parental involvement/ psychological well-being, but not expectations.

**Lyndsey Good, Virginia Bass, and Jessie Rosario**

*Decision-making across the lifespan*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

This study aimed to analyze the affect that age had on decision making and confidence. We hypothesized that older adults (65+) would be more satisfied and confident than younger adults (18-29) when it came to choosing a health care plan. We were also interested in analyzing whether or not the amount of options would lead to higher satisfaction and confidence. The study was made up of 95 participants. Participants were expected to look through a matrix of various health care plans and different components that each plan had. After looking through this information, participants were then asked to choose the plan they believed to be the best option.



Then they were asked to answer 3 questions which measured their satisfaction and one that looked at confidence levels. There were three separate matrices in our manipulation, a 4x5, 8x6, and a 12x7. After gathering the data, we found that there was no age effect on decision making. In the future, we believe that having a correct option in the matrix will lead to more satisfaction. We also found that there weren't enough participants to satisfy our needs in regard to an older adult population.

**Eliza Green**

*The other side of words: Dance therapy to promote healing of the mind and body*

Faculty Mentor: Dr. Stirling Barfield

Poster Presentation

Dance therapy is defined as “the psychotherapeutic use of movement to promote emotional, social, and physical integration of the individual” (American Dance Therapy Association, 2016). This method of therapy can be used in a wide range of areas such as those with Autism Spectrum Disorders, Eating Disorders, and the elderly population. Recently, there has been a significant increase in the research related to trauma and dance therapy as it relates to the mind and body connection. Research findings indicate that individuals who have been traumatized do not only experience issues that are psychological, but also those that are physical, suggesting that perhaps there are alternative methods to talk therapy (Levine, Land, & Lizano, 2015). Though traditional talk therapy is described throughout the literature as a useful trauma-related intervention it does not account for the use of physical movement as a process of healing the areas effected by trauma (Levine, Land & Lizano, 2015). Dance therapy targets the entirety of the trauma that an individual is facing using the concepts of mind-body connection, self-awareness, and interactive movement to not only resolve the issue but to support the individual as they try to show (using movement) what they could not form into words (Pierce, 2014).

**Maison Haase, Sara Hinkle, Raymond Lundy, and Gabriel Medley**

*Physical and mental well-being of rats in isolation*

Faculty Mentor: Dr. Pamela Jackson

Poster Presentation

Rats are naturally social creatures and evidence has suggested that housing the rats in isolation may result in elevated stress, increased non-stereotypic behaviors, disturbances in sleep patterns, alterations in feeding habits, potential vulnerability to disease, and a risk to overall well-being (Maslova, Bulygina, & Amstislavskaya, 2010; Rex, Voigt, Gustedt, Beckett, & Fink, 2004; Pinelli, Leri, & Turner, 2017). Regardless of these potentially harmful factors, certain studies still require rats to be housed in isolation in order to obtain data about the individual rat. New housing methods are being developed to address these situations of concern, which are believed to allow moderate social interactions without affecting the efficacy of the data collection (e.g., Boggianno et al., 2008). Specifically, the barrier housing style utilizes a perforated divider, which allows a partial social environment for the rats where they are able to see, sniff, and hear each other without having complete physical contact. The current study focuses on four different types of housing: social (full interaction between a pair of rats), barrier (perforated divider between two rats), isolated (a single rat), and isolated in a stainless-steel hanging cage. Social, barrier style, and isolated housed rats all had access to bedding in their cage, whereas the

hanging isolated housing had no bedding, but instead, a wire floor. Our study examined the differences in social interaction, which included measures of aggression and avoidance, as well as anxiety and activity level in the open-field among these four groups. Each rat spent four weeks in the housing situation they were assigned to, where they were weighed and handled once a week, before behavioral testing began. For our behavioral task, the rats were first placed individually in an open field to habituate them to the apparatus and to measure solitary behavior. On the second day, a pair of rats, unfamiliar with each other, were placed in the same open field and the social interactions of each rat was hand coded. Our results yielded no differences between groups in anxiety or activity levels during the habituation phase of the behavioral task. On the social interaction session, there were no differences in avoidant behavior; however, there were differences in social interaction. The socially housed rats were significantly less likely to engage in social and aggressive activity compared to the other three groups. This suggests housing animals alone negatively affects certain types of behavior, but even housing them in a partial social environment with another animal is detrimental.

**Dorneya Halatai, Meredith King, Kyle Macintosh, Nicole Ray and Cassandra Homick**

*A demonstration of continuous recording of EEG*

Faculty Mentor: Dr. Thomas Pierce

Poster Presentation

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 pilot study is described which is investigating cycles in slow and fast wave EEG activity while participants view a 12-minute instructional video.

**Taylor Jenkins, Julia Robertson, and Leslie Taylor** 

*Anxiety, stress, workload, and satisfaction with life within gender*

Faculty Mentor: Dr. Pamela Jackson

Poster Presentation

Gender differences were examined in stress, anxiety, the ability to balance school work and one's personal life, and life satisfaction. The hypotheses were that males would have lower levels of anxiety and stress than women. Additionally, it was believed that males would report that they were better able to balance their school work and personal life as well as overall being more

satisfied with their lives. It was found that men experienced less stress than women, but women reported experiencing less anxiety. Males were also better able to balance their school work and personal life. However, there was no observed difference in gender regarding life satisfaction.

**Taylor Kasey, Soo Lee, Ivey Leigh, and Lindsay Losey**

*Women in the world: Efforts to stop sex trafficking and tourism*

Faculty Mentor: Dr. Sarah Hastings

Oral Presentation

Sex trafficking and sex tourism affect individuals around the globe every day. The traffickers' crosshairs often lie on the most vulnerable populations. Poverty, political instability, and a general lack of human rights make individuals particularly susceptible to being trafficked. Demand for slave labor and sex workers lines the pockets of traffickers, and the cycle continues. Though the situation remains dire, groups are fighting back against the perpetrators of these abhorrent crimes. The groups provide opportunity for the public and individuals to prevent trafficking and assist in reintroducing smuggled people back into their communities.

**Jennifer Madonia and Carolina Castedo**

*Kitten in a mitten: The accurate identification of positive stimuli*

Faculty Mentor: Dr. Pei-Chun Tsai

Poster Presentation

Emotional stimuli has a way of grabbing attention. The current study measured the percent of correctly identified stimuli that varied based on valence (Pleasant or Unpleasant) and category (Animal or Object). Stimuli were presented for 10ms followed by questions assessing whether the picture was pleasant or unpleasant and whether the picture was of an animal or object. It was hypothesized that negative stimuli would be identified more correctly than positive stimuli. Additionally, it was hypothesized there would be shorter latencies when identifying negative stimuli. Fifty-six stimuli were presented such that the target stimulus was displayed for 10ms immediately followed by two questions that assessed the valence and category of the target stimulus. Latency to identify the valence and category information was also recorded. Results showed that overall, pleasant stimuli are categorized more accurately than unpleasant stimuli, but that negative animals were identified more accurately than negative objects. Inconsistent with what was predicted, results showed there was no significant difference between response latencies for negative and positive stimuli. The current findings suggest that positive stimuli, rather than negative stimuli, may be more successful at grabbing attention for accurate identification. Moreover, it may be evolutionarily advantageous to accurately detect unpleasant animals over unpleasant objects.

**Kayla Matheny**

*School safety measures: Based on community size and community/school problems*

Faculty Mentor: Dr. Jayne Bucy

Oral Presentation

School safety and safety measures being used is a prevalent matter in society due to the violence and shootings that have occurred over the years. This study used data from the Early Childhood Longitudinal Study (ECLS-K). It examined if an interaction occurred based on the size of the community, problems in the neighborhood around the school, and problems within the school in order to determine if there was influence on how many safety measures schools use. The subjects


in the study were school administrators from 726 different schools, who completed a survey that included questions on these variables. Using a three-way ANOVA, results found that there was no statistically significant interaction between these variables, indicating no effect on safety measures.

**Jennifer Madonia and Carolina Castedo**

*Kitten in a mitten: The accurate identification of positive stimuli*

Faculty Mentor: Dr. Erin Kerfoot

Emotional stimuli has a way of grabbing attention. The current study measured the percent of correctly identified stimuli that varied based on valence (Pleasant or Unpleasant) and category (Animal or Object). Stimuli were presented for 10ms followed by questions assessing whether the picture was pleasant or unpleasant and whether the picture was of an animal or object. It was hypothesized that negative stimuli would be identified more correctly than positive stimuli. Additionally, it was hypothesized there would be shorter latencies when identifying negative stimuli. Fifty-six stimuli were presented such that the target stimulus was displayed for 10ms immediately followed by two questions that assessed the valence and category of the target stimulus. Latency to identify the valence and category information was also recorded. Results showed that overall, pleasant stimuli are categorized more accurately than unpleasant stimuli, but that negative animals were identified more accurately than negative objects. Inconsistent with what was predicted, results showed there was no significant difference between response latencies for negative and positive stimuli. The current findings suggest that positive stimuli, rather than negative stimuli, may be more successful at grabbing attention for accurate identification. Moreover, it may be evolutionarily advantageous to accurately detect unpleasant animals over unpleasant objects.

**Sarah Nunley** 

*Think safety: A literature review of women and safety on a college campus*

Faculty Mentor: Dr. Stirling Barfield

Poster Presentation

The National College Health Assessment (NCHA) is a nationally recognized research survey designed to assist in the collection of data about college students' health habits, behaviors, and perceptions. The Student, Teacher, Administrator, Retention, Resilience (STARR) team at Radford University, of which I am member, is an interdisciplinary research team whose focus is to examine mental and physical health trends on our campus. Using students' responses from the 2013 and 2016 NCHA, the STARR team identified several worrisome trends. Specifically, we noticed significant changes in students' feeling of safety on and off-campus. Students reported feeling less safe on and off-campus both during the day and at night. Consistent with patterns from 2013, the most recent survey indicates that women feel significantly less safe on campus at night ( $p < .0005$ ), less safe off-campus during the day ( $p < .05$ ) and at night ( $p < .0005$ ). I am particularly interested to see how female students' perceptions of safety, specifically those who reside off campus, differs from those who live on campus. In preparation for the STARR team qualitative investigation on safety, this poster presents a detailed review of the literature on the definitions of safety related to women on a college campus. A PsychINFO search of peer-reviewed articles identified many different perceptions of the word safety. In addition, I explore the construct of safety in regards to the influence that it, in turn, has on women residing both on and off of a college campus. This poster presents themes of the findings of the literature review.

**Crishauna Rolack, Chantea Moore, Tiyana Merchant, and Lindsay Losey** 

*Dr. Mary Koss*

Faculty Mentor: Dr. Sarah Hastings

Poster Presentation

Women and members of minority groups are underrepresented in the history of psychology. This project had students explore the life and work of a past or current contributor to the psychology of women and/or gender. This group selected Dr. Mary Koss, known for her work on gender-based violence. Her research broke silence within the field about violence against women and laid the groundwork for advocacy, policy, and treatment.

**Heather Timmons, Symarra Southwell, and Madison Trail** 

*Dr. Carol Gilligan*

Faculty Mentor: Dr. Sarah Hastings

Poster Presentation

Women and members of minority groups are underrepresented in the history of psychology. This project had students explore the life and work of a past or current contributor to the psychology of women and/or gender. This group focused on the work of Carol Gilligan, known for her contributions to the study of moral development and moral reasoning.

**Arron Umberger**

*Early grade retention: Are primary language and reading scores accurate predictors?*

Faculty Mentor: Dr. Jayne E. Bucy

Oral Presentation

This study examines two supposed factors which have been noted in the literature to be predictive of student grade retention: native language and early reading ability. It was hypothesized that native English language and first grade reading ability would predict retention in the second grade. The study used a sample of 266 students (153 males and 113 females) on which data was originally obtained by researchers of the Early Childhood Longitudinal Study-Kindergarten cohort. A binomial logistic regression was conducted to determine whether non-native English language and first grade reading skills serve as accurate predictors of retention in the second grade. Results of the analysis indicate that retention was not significantly accounted for by the two predictor variables.

**Christian Uzzle, Tara Grimm, and Zacherie Bryant**

*Age differences in positive daily stressors*

Faculty Mentor: Dr. Jenessa Steele

Poster Presentation

Researchers in the past studied aging and stress with an emphasis on the negative affect. The purpose of this study is to analyze how people of different age groups perceive stress and positive affect, specifically their daily uplifts. The study was distributed through Radford University and social media attaining 91 participants. Participants of this study were asked to report their age and complete a modified version of the Hassles and Uplifts Scale to only report

how much of a stressor was perceived as an uplift. The individuals also reported how they felt about their overall health. Pearson's-r correlations were conducted to analyze the data and findings suggested that there was no correlation between age and perceived stress, however, there was a slight marginal significance between overall health and perceived stress. The better a participant felt about their health the more they perceived a stressor as a daily uplift.

**Rebecca Wiegmann, Jennifer Madonia, Crishauna Rolack, Cassandra Homick and Ashley Sprinkle** 

*Does resilience mediate effects of predictors of psychological symptomatology?*

Faculty Mentor: Dr. Jeff Aspelmeier

Poster Presentation

The present study evaluates the relationship between individual-difference variables (self-esteem, social support, attachment anxiety and avoidance, and resilience) and psychological symptomatology. The study also tests whether resilience mediates the relationship between self-esteem, social support, and attachment and psychological symptomatology. Resilience generally refers to a range of phenomena where individuals who have experienced adversity, exposure to risk, or trauma experience relatively positive outcomes (Fergus & Zimmerman, 2005; Luthar, Cicchetti, & Becker, 2000). Over the fall semesters of 2016 and 2017, 345 women in their first semester of college completed a two-part study. Only data from part one of the study are reported here. During the first five weeks of the semester participants came to the research lab and completed a number of measures, including resilience (Adolescent Girls Resilience Scale; Aspelmeier, Whittington, & Budbill, 2015), self-esteem (Rosenberg, 1965), attachment (Experiences in Close Relationships scale; Brennan, Clark, & Shaver, 1998), social support (Sarason, Sarason, Shearin, & Pierce, 1987), and psychological function (Symptoms Checklist 90 – revised; Derogatis, 1994). Overall self-esteem, social support, attachment, and resilience were moderate to strong predictors of psychological functioning among first semester college women. Also, resilience partially mediated the observed relationships between individual difference variables (self-esteem, social support, and attachment) and psychological symptomatology. Future studies should test whether this pattern of findings is also observed within samples who have experienced trauma.

**Rachel Wolf**

*Mental health awareness and potential biases*

Faculty Mentor: Dr. Erin Kerfoot

Poster Presentation

Mental health disorders are often stigmatized due to media portrayal and stereotyping. One way to prevent mental health biases is through education. Knowing what an illness is, how it presents, the causes, and potential treatments has been shown to reduce negativity toward mental disorders. The current study examined the effects of education on perceived attitudes towards mental health in college students. Attitudes toward common disorders (depression and anxiety) were measured and compared to an uncommon disorder, hemi-spatial neglect. Prior to reporting their HSN attitude, half of the participants received education regarding the cause, symptoms, and treatments of the disease. The effects of HSN education were directly tested to determine

whether attitudes would be more positive compared to those who did not receive HSN education. Results showed that participants were equally unfamiliar with hemi-spatial neglect (HSN) and were also equally uneducated prior to the current study. Attitudes toward depression and anxiety (common disorders) were similar for all participants. For HSN attitudes, however, attitudes were less favorable in participants who did not receive HSN education. Those who received HSN education showed significantly more positive attitudes. Findings suggest that attitudes toward unfamiliar mental disorders can be improved via education.