



**2021**

**ANNUAL MEETING PROGRAM**

**SOUTHEASTERN  
PSYCHOLOGICAL ASSOCIATION**

**67th Annual Meeting**

**Virtual**

**March 17<sup>th</sup> - 20<sup>th</sup>, 2021**

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SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION  
Officers and Executive Committee, 2020-2021

<i>President</i>	Sharon Pearcey
<i>Past President</i>	Laurie Couch
<i>President-Elect</i>	Rihana Mason
<i>Secretary-Treasurer</i>	R. Christopher Qualls
<i>Members-at-Large</i>	Kelly Cate
	Andrew Kelly
	Audrey Parrish
<i>Director, Continuing Education</i>	Jared W. Keeley
<i>Historian</i>	James L. Pate
<i>Newsletter Editor &amp; Social Media Chair</i>	Chuck Robertson
<b><u>Committee Chairs:</u></b>	
<i>2021 Meeting Program Committee</i>	Rihana Mason
<i>Election Committee</i>	Laurie Couch
<i>Committee on Equality of Professional Opportunity</i>	Linda Jones/Jenny Mason
<i>Co-chair, CEPO/Psi Chi Undergraduate Research</i>	Linda Jones
<i>Co-chair, CEPO/Psi Chi Undergraduate Research</i>	Jenny Mason
<i>CEPO Student Research Award</i>	Rihana Mason/Ecclesia Holmes
<i>Committee for Outstanding Professional Paper Award</i>	Andrew Kelly
<i>Committee for Graduate Student Research Award</i>	Audrey Parrish
<i>Committee for Early Career Research Award</i>	Kelly Cate
<i>Mentor Award Committee</i>	Sharon Pearcey



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## **Southeastern Psychological Association Code of Professional Conduct**

The Southeastern Psychological Association (SEPA) aims to provide a harassment-free meeting experience for everyone, regardless of gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, religion, or nationality. We do not tolerate harassment, in any form, of meeting participants including SEPA staff and volunteers, and also hotel employees.

Harassment includes, but is not limited to:

- Aggressive or hostile verbal comments that reinforce social structures of domination related to gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, religion, or nationality
- Sexual images not intended for research or scholarly purposes
- Deliberate intimidation, stalking, or following
- Harassing photography or recording
- Sustained disruption of talks or other events
- Inappropriate physical contact
- Unwelcome sexual attention
- Advocating for or encouraging any of the above behavior

We expect participants to follow these rules at all meeting venues and meeting-related social activities.

*\*\* - this Code of Professional Conduct was adapted with permission from the Western Psychological Association.*

## Past Presidents of SEPA

1954-55 John B. Wolfe (Temporary during founding of SEPA)	1986-87 Howard R. Pollio
1955-56 John B. Wolfe	1987-88 David E. Clement
1956-57 Nicholas Hobbs	1988-89 W. Theodore May
1957-58 E. E. Cureton	1989-90 Karen S. Calhoun
1958-59 Winthrop N. Kellogg	1990-91 Cheryl B. Travis
1959-60 M. Curtis Langhorne	1991-92 John E. Williams
1960-61 John F. Dashiell	1992-93 Henry E. Adams
1961-62 Stanford C. Ericksen	1993-94 Charles L. Brewer
1962-63 Irwin A. Berg	1994-95 Judith Worell
1963-64 Susan W. Gray	1995-96 Jennifer C. Friday
1964-65 Louis D. Cohen	1996-97 Jacquelyn W. White
1965-66 Ralph Mason Dreger	1997-98 Nathan W. Perry
1966-67 Wilse B. Webb	1998-99 W. Harold Moon
1967-68 Ted Landsman	1999-00 Rosemary Hays-Thomas
1968-69 Wallace A. Kennedy	2000-01 Sheila Eyberg
1969-70 Earl C. Brown	2001-02 Sheila Eyberg (Acting for the late Mervyn K. Wagner)
1970-71 Raymond R. Shrader	2002-03 Richard D. Tucker
1971-72 Raymond D. Fowler	2003-04 Stephen H. Hobbs
1972-73 Charles D. Spielberger	2004-05 Al Finch, Jr.
1973-74 William D. Spears	2005-06 Jean Spruill
1974-75 Joseph C. Hammock	2006-07 Lillian Range
1975-76 Marshall R. Jones	2007-08 Deborah S. Richardson
1976-77 Edward H. Loveland	2008-09 James L. Pate
1977-78 Laurence Siegel	2009-10 David A. Washburn
1978-79 Ellen B. Kimmel	2010-11 Patricia L. Donat
1979-80 Irwin J. Knopf	2011-12 Debra Sue Pate
1980-81 William H. Calhoun	2012-13 Steve A. Nida
1981-82 Dorothy D. Nevill	2013-14 Georgina S. Hammock
1982-83 Pauline Rose Clance	2014-15 Elise Labbe'
1983-84 Joseph H. Grosslight	2015-16 Jennifer L. Hughes
1984-85 C.J. Rosecrans	2016-17 Karen Brakke
1985-86 William B. Pavlik	2017-18 Rosemary Phelps
	2018-19 Michael J. Beran
	2019-20 Laurie Couch

**SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION  
RAYMOND D. FOWLER CONTINUING EDUCATION PROGRAM**

**March 17th - 20th, 2021 — Virtual**

Jared W. Keeley, Ph.D., Virginia Commonwealth University  
Director of Raymond D. Fowler Continuing Education Program

The Southeastern Psychological Association is committed to a full program of continuing education for its members and for other interested colleagues. This year, continuing education opportunities include 3-hour workshops and selected 1-hour speaker sessions.

**PARTICIPATION:** Workshops are open to all registered attendees of the SEPA meeting (upon paid workshop registration). Each workshop description details the intended audience. Graduate students may register to attend workshops without endorsement of a faculty member.

**The Southeastern Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. SEPA maintains responsibility for this program and its content.**

**INVITED SPEAKER PRESENTATIONS OFFER ADDITIONAL CEs**

Continuing education credit is available for presentations made by the various Invited Speakers listed throughout the meeting program (speaker information can be found on the Virtual Meeting Platform (<https://sepa2021virtual.com>) as well as the SEPA Website ([www.sepaonline.com](http://www.sepaonline.com)). Each of these sessions offers one hour of CE credit for a fee of \$10.

**Thursday, March 18th  
9:00 - 11:00 am**

## **Child Adult Relationship Enhancement Preview Workshop: Unleashing the Power of Play**

John Paul Abner  
Milligan University

### *Workshop Description:*

Child Adult Relationship Enhancement (CARE) utilizes evidenced-based relationship skills to help adults interact with children and teens. CARE is a set of skills that can be taught to parents and professionals who work with children and youth. This workshop will review current research on CARE and introduce CARE skills through games, role play, and interactive activities. This is a preview workshop designed to help participants determine if a full CARE workshop would be helpful in their setting, though it is also an excellent selection for anyone who wants to improve their play skills.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Describe current research on Child Adult Relationship Enhancement.
- Identify methods of allowing children to lead play situations.
- Indicate how play and playfulness can help children, youth, and adults.
- Identify two strategies for increasing the likelihood that children will follow spoken directions.

### *Target Population:*

There are no specific requirements to enroll.

### *Level:*

Introductory, 3 CE Credits



**Thursday, March 18th**  
**9:00 am - 12:00 pm**

## **Working with Muslim Clients: A Guide to Cultural Competency**

Anisah Bagasra  
Kennesaw State University

### *Workshop Description:*

This workshop will provide counselors, researchers, students and other professionals in the field with the knowledge needed to be successful working with Muslim clients. There are a great deal of misconceptions, misinformation, and increasing Islamophobia that shape perceptions of Islam and Muslims, and therefore your success as a culturally competent practitioner. The goal of this workshop is to address major Islamic worldviews, social norms, and common concerns that can impact your ability to effectively engage and communicate with Muslim clients. The goal of the workshop is to provide you with information that reduces implicit bias and increases your level of comfort serving this diverse population.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Identify existing misconceptions about Islam and Muslims that may influence your own beliefs and attitudes towards the Muslim population, and how these may impact your professional interactions.
- Describe common Muslim worldviews as they relate to perceptions of mental illness, attitudes towards various treatment options, and typical help-seeking behaviors.
- Compare common Muslim worldviews to your own expectations about illness and wellness and courses of action.
- Identify common Muslim social norms and discuss how these social norms may impact your standard interactions and behaviors in the therapeutic setting.

### *Target Population:*

The target population for this workshop is psychologists in clinical practice, counselors, clinical and counseling graduate students, and other professionals. This will also benefit professors who train students in cultural competency or multicultural counseling, or working with refugee and immigrant populations.

### *Level:*

Introductory, 3 CE Credits

**Thursday, March 18th  
1:00 - 2:00 pm**

## **Small Changes in Course Design Instructors Can Make to Help Veteran Students Succeed**

Gina Mariano  
Troy University

### *Workshop Description:*

Student veterans for many reasons can have a difficult time transitioning to the college classroom environment. The purpose of this workshop is to provide instructors with strategies they can use to help improve course design to better support veteran students in their courses. The instructional approaches to be used include: reflection, goal-setting, and didactic exercises. Some of the handouts for the presentation include an anticipation guide to help attendees understand how the hour will be spent and a course development guide to help faculty as they work to reimagine one of their courses or future courses with some new strategies.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Identify the challenges veteran students face when transitioning from the military to the college environment.
- Describe the strengths veteran students bring with them that can help them succeed in the college environment.
- Identify problem areas for veteran students in a course they currently teach.
- Describe new strategies to aid veterans in a course.

### *Target Population:*

Open to all.

### *Level:*

Introductory, 1 CE Credit

**Thursday, March 18th**  
**1:00 - 4:00 pm**

## **Virtually Delivered Interdisciplinary Pain Care Across the Continuum: From Inception to Implementation**

Nicolle Angeli & Stacey Sandusky  
James A. Haley Veterans' Hospital

### *Workshop Description:*

As the use of telehealth has accelerated during the pandemic, it has brought about opportunities to deliver healthcare in new ways and improve access to specialized care, including to individuals living with chronic pain. The purpose of this workshop is to discuss innovative approaches for integrating telehealth into the treatment of chronic pain. Our goals are to share best practices for effective use of telehealth in pain care. The instructional approach will be a blend of didactic and case discussion. Materials to be used include handouts on mobile applications and videos.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Describe practical applications of implementing virtual care during and beyond the pandemic to expand access to chronic pain management across the continuum.
- Identify challenges and opportunities in utilizing telehealth to deliver interdisciplinary pain care.
- Identify strategies to facilitate successful development and implementation of virtual pain rehabilitation programming.
- Describe best practices for optimizing patient engagement and outcomes with telehealth approaches.

### *Target Population:*

Open to all.

### *Level:*

Introductory, 3 CE Credits

**Friday, March 19th  
9:00 - 10:00 am**

## **Training Undergraduate Students in Conducting Research with Ethnic Minority Communities**

Anisah Bagasra  
Kennesaw State University

### *Workshop Description:*

Research on minority populations is lacking, often due to mistrust among minority populations of both research and researchers. Many undergraduate students wish to conduct research in diverse communities, or within diverse student populations, but need training in culturally-informed approaches to research on and within these communities. This workshop will provide guidance to faculty working with undergraduate students in preparing their students to conduct culturally competent, community-based research in ethnic minority communities. Topics covered include forming community partnerships, establishing mentoring connections with minority faculty, best-practices in designing and collecting data, and overcoming challenges in response rates.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Identify major challenges when embarking on research projects with undergraduate students, and how these challenges may be amplified in ethnic minority research.
- Identify available resources and mentors who can be consulted when designing research aimed at specific ethnic, religious, or other minority groups.
- Describe effective strategies for forming sustainable community-based research partnerships.
- Describe effective strategies for addressing ethical issues and distrust of research and researchers that could impact the success of student-led research.

### *Target Population:*

The target population for this workshop is college faculty and graduate students who work with undergraduate students and who currently or plan to engage in undergraduate research mentoring in some form such as CURES, UREs, Honors thesis advising, directed study, and other positions where one is responsible for providence guidance and oversight to student research. This can benefit faculty and graduate students with little or no experience in undergraduate research mentoring as well as those with extensive experience but little experience overseeing ethnic-minority research.

### *Level:*

**Friday, March 19th  
9:00 am - 12:00 pm**

## **Psychotherapy for Older Adults: Holistic Care**

Lee Hyer, Mercer School of Medicine & Gateway Behavioral Health  
Robin Avery, Private Practice

### *Workshop Description:*

Based on a new book regarding assessment and treatment for older adults, this workshop extends this thinking, presenting core psychotherapy strategies for older adults. These strategies result from four tried-and-true psychotherapy models (supportive therapy, motivational interviewing, CBT (cognitive behavioral therapy) and ACT (acceptance and commitment therapy)). This psychotherapy seminar also builds on previous work espousing five domains necessary for understanding older adults (depression, anxiety, cognition, health (morbidities, pain, sleep, and lifestyle habits), and life adjustment). Again, the focus is on the nuance of psychotherapy of older adults given any of these problems. This presentation will be case-based.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Identify knowledge, skills, and experience relevant to psychological practice with the older population that expands upon the APA Guidelines for Psychological Practice with Older Adults.
- Identify core strategies for individual psychotherapy for a geriatric population.
- Describe the specific value of four psychotherapies, including supportive psychotherapy, motivational interviewing, CBT and ACT.
- Discuss an end point holistic model for the psychological care of older adults

### *Target Population:*

Professional and graduate level psychologists

### *Level:*

Intermediate, 3 CE Credits

**Friday, March 19th**  
**11:00 am - 12:00 pm**

## **Emotional Labor and the Pandemic**

Lakshmi Narayanan, Ph.D., University of North Florida  
Shanker Menon, Ph.D., American University of Ras Al Khaimah  
Cathy Dunn, Ph.D., St. Leo University

### *Workshop Description:*

The pandemic has changed our lives dramatically, and many businesses and educational institutions all over the world were forced to transition in a very short period of time to doing things virtually. This has led to endless hours of meetings, lectures, learning, training, teaching and so many activities by videoconferencing. One of the greatest stressors we face in the demands of interacting virtually is to display appropriate emotions in an unnatural environment as we constantly look at the computer screen. In this workshop we will discuss the concept of emotional labor and related psychological, emotional and behavior strains. The goals are for participants to experientially learn about emotional labor and its assessment, and strategies to minimize emotional labor and apply this knowledge and skill for personal development and application. The instruction approach in this workshop will be discussion, experiential exercises, case studies, group work and feedback. Handouts will include the Assessment of Emotional Labor and the application of strategies to deal with the display and the experience of appropriate emotions when we work virtually.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Define emotional labor, deep acting, and surface acting.
- Describe strategies to train and coach individuals on ways to reduce emotional labor and the control and regulation of emotions.
- Identify four techniques that can be applied to interact effectively with situations that demand a high tolerance or emotional labor.
- Describe emotional labor assessment techniques for selection and placement and other human resource strategies to deal with emotional labor in the virtual environment.

### *Target Population:*

Open to all

### *Level:*

Introductory, 1 CE Credit

**Friday, March 19th  
1:00 - 4:00 pm**

## **Strategies for Increasing Students' Intercultural Competencies with a Faculty-Led Study Abroad Program**

Jutta Street  
Campbell University

### *Workshop Description:*

This workshop will be an interactive discussion on the development of faculty-led study abroad programs that merge intercultural learning and the history of psychology. Topics are logistics, curriculum, advertising, itinerary, pre-departure orientation, post-trip processing, assessment of intercultural learning, and virtual alternatives to actual travel. Experiential learning at the actual locations associated with the life and work of early psychologists (Berlin, Leipzig, etc.) increased intercultural competence. Our 3-week model includes visits at historic universities in these cities in order to learn about (1) the work of the founders of psychology and (2) faculty and graduate students' research and differences/similarities in the university and program structures.

### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Identify a range of logistical issues involved in the planning of study abroad programs.
- Describe various marketing approaches for study abroad programs.
- Discuss how to select a valid assessment of intercultural competence.
- Describe perspectives on and experiences with increasing cultural awareness of students during study abroad programs.
- Identify available virtual alternatives to actual travel options for cultural exchange among students.

### *Target Population:*

Open to all.

### *Level:*

Introductory, 3 CE Credits

**Friday, March 19th**  
**1:00 - 3:00 pm**

## **Methodology Workshop**

### **Applied Multilevel Modeling with Longitudinal Data**

Zachary Himmelberger & A. Reeves Johnson  
Maryville College

#### *Workshop Description:*

Developmental research lends itself to questions about the processes of change. However, longitudinal datasets pose unique analytical challenges. Multilevel modeling is a flexible technique that has become the standard way to analyze change. This workshop is designed to provide an introduction to multilevel modeling that is approachable for applied researchers. The workshop will include a conceptual overview, discussions of potential challenges, and examples of implementation.

#### *Learning Objectives:*

At the end of the workshop, participants will be able to:

- Articulate questions that can be answered using multilevel models.
- Describe multilevel models using appropriate statistical terminology.
- Specify a statistical model to answer research questions specific to longitudinal data.
- Identify useful resources for further learning.

#### *Target Population:*

This presentation is open to all. The only requirement is that participants have a working knowledge of simple linear regression.

#### *Level:*

Introductory, 2 CE Credits





# Live Streamed Session Agenda/Schedule

# Wednesday, March 17<sup>th</sup>

Wednesday, March 17<sup>th</sup>

## 1. SEPA EXECUTIVE COMMITTEE MEETING

2:00 – 5:00 pm

Sharon Pearcey, Kennesaw State University, presiding

## 2. SEPA - ROSECRANS I ADDRESS

5:00 – 5:50 pm

### **The Replication Crisis of Violent Video Games Research and Lessons for Future Moral Panics**

Christopher Ferguson  
Stetson University

Rihana Mason, Georgia State University, presiding

Debates about the impact of violence in video games have been going on for decades without ever having reached any scientific consensus. Nonetheless, professional guilds such as the American Psychological Association and American Academy of Pediatrics released public statements suggesting research was conclusive, even when it was not. More recently, preregistered studies have confirmed there is little evidence for either a correlational or causal link between violent video games and player aggression or violent behavior. What went wrong and how did the psychological community develop such “sunk costs” in promoting a belief that was not real? The evidence suggests that the issue of violent games was heavy on moral valance and grandstanding, yet low on methodological rigor. Combined with issues such as citation bias, and selective interpretation of mixed findings, this resulted in an effort to portray the research data as something it was not: conclusive and useful to policy makers. Given that psychology considers a wide range of topics with moral and public health overtones, the potential for similar problems in other areas of research is high. This talk provides attendees with warning signs to look for when one is participating in a moral panic masquerading as science.

At the end of this session, participants will be able to:

- Describe the current data on video game violence and player aggression
- Identify how certain research practices and moral agendas create incentives to portray a research field as something different from the data it actually produces
- Identify “warning signs” for knowing when researchers and clinicians are participating in moral panic rather than acting as arbiters of objective science

Level: Introductory, 1 CE credit

### 3. SEPA ROSECRANS II ADDRESS

6:00 – 6:50 pm

#### **Resilience Through Racial Socialization: A Program of Research to Promote Healing for Black Youth**

Isha Metzger  
University of Georgia

Rihana Mason, Georgia State University, presiding

The negative consequences of interpersonal trauma (e.g., sexual abuse) take a disproportionate toll on African American youth due to the compounding stress of experiencing unique race related stressors both directly (e.g., microaggressions, explicit racial discrimination) and vicariously (e.g., witnessing police brutality in the media). Conversely, African American youth rely on particular assets and strengths (e.g., racial socialization) in their families and communities to reduce negative mental and behavioral health outcomes from interpersonal and race-related stressors. For some youth, culturally responsive trauma treatment may be warranted. In addition to an overview of racial discrimination and racial socialization, as well as research on within group differences in service utilization and outcomes related to interpersonal and racial stressors, this Rosecrans Address will provide an introduction to research on best practices for integrating racial socialization in cognitive-behavioral treatment for Black youth.

At the end of this session, participants will be able to:

- Identify ways that interpersonal and racial stress and trauma impact Black youth development
- Define racial socialization as a common protective practice for communicating about race in Black families
- Describe research on barriers and facilitators to trauma treatment utilization for ethnic minority youth and families
- Integrate racial socialization strategies into 2-3 cognitive-behavioral treatment strategies for Black clients

Level: Introductory, 1 CE credit

# Thursday, March 18<sup>th</sup>

## 4. CONVERSATION HOUR: Aggression

9:00 – 9:50 am

### Human Trafficking Awareness for College & University Stakeholders

Stacy Sechrist, John Weil, & Kristin Stout,  
University of North Carolina Greensboro

## 5. PAPER SESSION: Mixed Topics (Health Psychology; Industrial/ Organizational; Social/Personality)

9:00 - 9:50 am

Deborah Harris-O'Brien, Trinity Washington University, presiding

**The Role of Interprofessional Education in Transforming Behavioral Health Teams.** Gina Frieden, Vanderbilt University

**Knowledge, Anxiety, and Resilience Related to COVID-19.** Jutta Street & Shea Gronlund, Campbell University

**I Will Do it Later: Examining How Laypeople Perceive Task-Delaying.** Trent Wondra, Barry University

## 6. SEPA CE WORKSHOP

9:00 – 11:00 am

### Child Adult Relationship Enhancement Preview Workshop: Unleashing the Power of Play

John Paul Abner  
Milligan University

\*\* - 2 CE credits. Additional fee required to attend/participate

## 7. SEPA CE WORKSHOP

9:00 am – 12:00 pm

### **Working with Muslim Clients: A Guide to Cultural Competency**

Anisah Bagasra  
Kennesaw State University

\*\* - 3 CE credits. Additional fee required to attend/participate

## 8. PANEL DISCUSSION: Educational/School Psychology

10:00 – 10:50 am

### **Big Obstacles, Bigger Triumphs: First-Generation and Nontraditional College Student Reflections**

Michelle Robbins, Alzahra Al-khafaji, Mary Anna Greene, Garfield Hunter, Nicole Pierre, Hannah Price, Christie Rivera, Georgia Gwinnett College Jennifer Hughes, Agnes Scott College  
Andrew Kelly, Georgia Gwinnett College

## 9. PAPER SESSION: Mixed Topics (Ethnic/Minority; Gender Roles; Learning/Cognition)

10:00 – 10:50 am

Chuck Robertson, University of North Georgia, presiding

**Acculturative Stress and Mental Health of Rural Hispanic Immigrants.** Tylea Hernandez & Bryan Dawson, University of North Georgia

**A Rose by Any Other Name.** Rebecca Meacham, West Liberty University

**Using Stroboscopic Visual Training to Enhance Sports Performance.** Sally Zengaro, Delta State University, Franco Zengaro, Jacksonville State University, & John Alvarez, Delta State University

Thursday, March 18th

## **10. PAPER SESSION: Social/Personality**

**11:00 – 11:50 am**

Stefanie Boswell, University of the Incarnate Word, presiding

### **Resistance is Futile: A Comparison of Resistance to Change Measures.**

Katherine White, Kennesaw State University

### **Forced Conformity Leading to Deindividuation in the American Prison System.**

Jordan Giddens, Virginia Commonwealth University

**An Early Pandemic Snapshot.** Katrina Smith & Cheryl Brown, Reinhardt University

## **11. PANEL DISCUSSION: Professional Issues**

**11:00 – 11:50 am**

### **Planning and Implementing a Successful Study Abroad Experience**

Christina Frederick, Embry-Riddle Aeronautical University

Alvin Wang, University of Central Florida

Darren Bernal, University of North Carolina at Asheville

Richard Seefeldt & Travis Tubre, University of Wisconsin-River Falls

## **12. PSI CHI INVITED ADDRESS**

**11:00 – 11:50 am**

### **Voices of Our Silenced Sisters**

Iva GreyWolf & Royleen Ross

Society of Indian Psychologists

Darren Bernal, University of North Carolina Asheville, presiding

The crisis of Missing and Murdered Indigenous People will be highlighted in this interactive multimedia session. The presenters will discuss legislation, advocacy, systemic challenges, and research associated with this crisis within an historical trauma and the community resilience context.

### 13. SYMPOSIUM: Teaching of Psychology

12:00 – 12:55 pm

#### **Reacting to the Past: Using and Evaluating an Active Learning Pedagogy**

Deborah Richardson, Augusta University, presiding

**Reacting to the Past: Active Learning Pedagogy in Psychology Courses.** Kailea Manning, Deborah Richardson, & Robert Bledsoe, Augusta University

**The Impact of Personality on Student Experience in Active Learning.** Robert Bledsoe & Deborah Richardson, Augusta University

**“Know Thyself.” Does RTTP Character Investment Affect Student Worldview?** Stephen Hill, Robert Bledsoe, & Deborah Richardson, Augusta University

### 14. PAPER SESSION: Development

12:00 – 12:55 pm

Tsu-Ming Chiang, Georgia College & State University, presiding

**Screen Time and Children’s Behaviors in Pandemic Time.** Maan Cheang, Carly Holman, & Tsu-Ming Chiang, Georgia College & State University

**Adult Attachment Styles in Relation to Childhood Security Object Attainment.** Tsu-Ming Chiang, Alison Beale, Maan Cheang, Kayla Ruiz, Carly Holman, & Lauren Romfo, Georgia College & State University

**The Relationship Between Attachment, Preschool Personality, and Parenting Style.** Nicole Dennis & Cathy Grist, Western Carolina University

**The Relationship Between Self-Regulation, Externalizing Behavior, and Personality in Preschoolers.** Anna Johnson & Cathy Grist, Western Carolina University

Thursday, March 18th

## 15. CEPO/SEPA INVITED ADDRESS

1:00 – 1:50 pm

### The Four Directions of Inclusion: A Medicine Wheel Approach

Tammy Greer  
University of Southern Mississippi

Jenny Mason, Cumberland University, presiding

According to the 2010 U.S. Census, Native Americans compose 1.6% of the population. In 2018, 24% of Indigenous youth 18 – 24 years of age were attending college compared to 41% of youth in this age group nationwide (National Center for Education Statistics, 2018). Of those full-time Native American students attending four-year institutions, 39% graduated within six years compared to 60% for all students (National Information Center for Higher Education Policymaking and Analysis, Cohort of 2010). At the intersection of all of these statistics are 120,000 Native university students spread out across the U.S. Some of these Native students attend the University of Southern Mississippi and report feelings of isolation that result from “seeing no one like me” in class and having “no one around who speaks my tribal language.” These students leave their families, their support systems and their communities to come to Southern Miss so that they can return to their tribes and be of service, help support their families, and make their families proud. Our Native communities need college graduates to participate in tribal government, advocate for repatriation of tribal artifacts, research display objects and cultural center holdings, address major health disparities, advocate for the protection of sacred and culturally significant lands, write grants to support the reawakening of languages, be role models as teachers, pastors, principals and attorneys and for many other reasons we need bridges between these two worlds. This session will focus on how Indigenous teachings from the four directions of the sacred Medicine Wheel can be used to inform university inclusion practices to support the growth of Native students, all students really, in their growth with us as spiritual, emotional, physical and mental beings.

Thursday, March 18th

## 16. SYMPOSIUM: Social/Personality

1:00 – 1:55 pm

### Honor and Integrity in a Postmodern World

Lydia Williams, Megan Lira, & Frank Provenzano  
Furman University



**17. SEPA CE WORKSHOP**

**1:00 – 2:00 pm**

**Small Changes in Course Design Instructors Can Make  
to Help Veteran Students Succeed**

Gina Mariano  
Troy University

\*\* - 1 CE credit. Additional fee required to attend/participate

**18. SEPA CE WORKSHOP**

**1:00 – 4:00 pm**

**Virtually Delivered Interdisciplinary Pain Care Across the Continuum:  
From Inception to Implementation**

Nicole Angeli & Stacey Sandusky  
James A. Haley Veterans' Hospital

\*\* - 3 CE credits. Additional fee required to attend/participate

**19. INTEREST GROUP: Ethnic/Minority**

**2:00 – 2:50 pm**

**Techniques Used in Teaching a Race Relations Class that  
Had Positive Impact**

Peter Kranz,  
University of Texas Rio Grande Valley

Thursday, March 18th

## 20. PAPER SESSION: Learning/Cognition

2:00 – 2:50 pm

Angie MacKewn, University of Tennessee at Martin, presiding

**Distinct Effects of Acute Anxiety on Memory and Metamemory.** Felicia Chaisson, Lauryn Burleigh, Steven Greening, & Heather Lucas, Louisiana State University

**Does the Foreign Language Effect Impact Numeric Judgments?** Josh Heffernan, Emily Thrift, Tais Ferreira, Sydeny Clever, Dia Gault, & Diana Young, Georgia College & State University

**Metacognitive Differences in Adult and Preadult Learners.** Angie MacKewn & Brian Donavant, University of Tennessee at Martin

## 21. SEPA HISTORY SESSION

3:00 – 3:50 pm

### History of Departments of Psychology in the Southeast

James L. Pate, Georgia State University, presiding

**A History of the Department of Psychology at Morehead State University.** Gregory Corso, Morehead State University

**A History of the College of Psychology at Nova Southeastern University.** Glenn Scheyd, John Lewis, & Tara Jungersen, Nova Southeastern University

**An Updated History of the Department of Psychology at Kennesaw State University.** Sharon Pearcey, Kennesaw State University

## 22. INTEREST GROUP: Educational/School Psychology

3:00 – 3:50 pm

### Teaching at the Community College

Todd Joseph, Hillsborough Community College  
Kathleen Hughes Stellmach, Pasco-Hernando State College  
Lora Vasiliauskas, Virginia Western Community College

Thursday, March 18th

## 23. SEIGEL-WALLSTON ADDRESS

4:00 – 4:50 pm

### **Advice for Cishet White People (and Others!): How to Increase Your Cultural Competence**

Anna Ropp  
Metropolitan State University of Denver

Rihana Mason, Georgia State University, presiding

For some people, navigating social and professional interactions has become increasingly complex, especially when we interact with people who are not in our ingroups. In this talk, Dr. Ropp will present some guidelines for straight and cisgender people interacting with individuals who are LGBTQIA+ and for white people who are interacting with BIPOC. Drawn from research in different areas of psychology, the guidelines will provide a framework for enhancing your cultural competence and ability to interact with others. Attendees will also learn why white people might be especially uncomfortable discussing issues surrounding ethnicity (and how to get over it!) and why diversity training programs don't work (and what might work better!). Throughout the talk, brief explanations of cultural competence, intersectionality, and other terms will be included to help any attendees unfamiliar with these concepts.

At the end of this session, participants will be able to:

- Identify child-rearing practices that will enhance a child's cultural competence
- Critique elements of diversity training programs
- Give examples of concrete steps adults can take to increase their cultural competence
- Describe how intersectionality affects cultural competence

Level: Introductory, 1 CE Credit

Thursday, March 18th

## 24. SEPA PRESIDENTIAL ADDRESS

5:00 – 5:50 pm

### **Investigating Eating Behaviors, Testosterone, Stress, and Emotion Dysregulation: A Career Path with Many Turns.**

Sharon Pearcey  
Kennesaw State University

Drs. Amy Buddie, Kennesaw State University and Lauren Fowler, University of South Carolina School of Medicine, Greenville, presiding

What do eating, hormones, and emotional dysregulation have in common? This presentation will take the participant on a winding journey of a career of an academic. From the improbable musings of an undergraduate, to the realistic goals of a graduate student, to the ongoing realization of a faculty member, this presentation will describe how strong mentorship and collaboration can lead to positive changes in career trajectory.

At the end of this session, participants will be able to:

- Discuss how strong mentorship can lead to changes in career trajectory.
- Describe examples of studies related to food intake and metabolism in humans.
- Describe examples of studies related to hormones and behavior.
- Describe examples of studies related to emotion dysregulation and hormones.
- Identify the importance of collaboration in having a successful and productive career in academia.

Level: Introductory, 1 CE Credit

Thursday, March 18th

# Friday, March 19<sup>th</sup>

## **25. PAPER SESSION: Mixed Topics (Industrial/Organizational; Sexuality)**

**9:00 – 9:50 am**

Michelle Robbins, Georgia Gwinnett College, presiding

**Zoom Fatigue in Teaching and Learning: A Comparison of Faculty and Students.** Lakshmi Narayanan, University of North Florida, Shanker Menon, American University of RAK, Dongyuan Wang, University of North Florida, Cathleen Dunn, Saint Leo University, & Destiny Cole, University of North Florida

**Reasons Why Undergraduates Do or Don't Take a College-Level Sexuality Course.** Erin Moore & Reece Mosley, Old Dominion University

## **26. PANEL DISCUSSION: Teaching of Psychology**

**9:00 – 9:50 am**

**Barriers to Taking Students Abroad: The Role of Faculty Fears**

Katrina Smith & Cheryl Brown  
Reinhardt University

## **27. SEPA CE WORKSHOP**

**9:00 – 10:00 am**

**Training Undergraduate Students in Conducting Research with Ethnic Minority Communities**

Anisah Bagasra  
Kennesaw State University

\*\* - 1 CE credit. Additional fee required to attend/participate

**28. SEPA CE WORKSHOP**

**9:00 am – 12:00 pm**

**Psychotherapy for Older Adults: Holistic Care**

Lee Hyer  
Mercer School of Medicine & Gateway Behavioral Health

Robin Avery  
Private Practice

\*\* - 3 CE credits. Additional fee required to attend/participate

**29. SEPA HISTORY SESSION: Historian's Address**

**10:00 – 10:50 am**

**Some SEPA Histories and Other Topics**

James Pate  
Georgia State University

**30. CONVERSATION HOUR: Social/Personality**

**10:00 – 10:50 am**

**Regulate Don't Terminate!  
DBT Strategies for Clinicians Working with BPD**

Allison Ventura  
University of Florida, College of Medicine-Jacksonville, Department of Psychiatry

Friday, March 19th

**31. PAPER SESSION: Mixed Topics (Clinical/Counseling; Emotion/  
Motivation)**

**11:00 – 11:50 am**

R. Christopher Qualls, Emory & Henry College, presiding

**College Student Mental Health and COVID-19: Lessons Since March 2020.**

Michele Hill, Tyler Harrison, University of North Georgia, Jennifer Hightower, University of Tennessee-Knoxville, & Amanda Halliburton, University of North Georgia

**Mental Health Perceptions and Self-Concept: A Comparison of the Perspectives of American and Peruvian University Students.**

Gail Scott, Christine Ziegler, Patrick Devine, Matthew Fenner, Jessie Catchpole, Kennesaw State University, Carlos Almenara, Universidad Peruana de Ciencias Aplicadas, & Rachel Zimmerman, Kennesaw State University

**Social Media Use Motivations Associated with Trait Anxiety and Well-Being.**

Kailea Manning, Allison Stallworth, & Alexis Beaver, Augusta University

**32. SYMPOSIUM: Religion\*\***

**11:00 – 11:50 am**

**Cognitive Science of Religious Belief and Behavior:  
A Symposium in Memory of Kevin J. Eames**

David Washburn, Covenant College, presiding

When SEPA President-Elect Kevin Eames died suddenly in June 2019, he left a legacy of scholarship and service, as well as a host of heartbroken family members, colleagues, students, and friends. In recognition of his longstanding commitment to SEPA during his too-short life, this symposium celebrates Dr. Eames by bringing together leaders in his primary area of scholarship: the cognitive psychology of religion. After a brief biographical talk that will include discussion of Dr. Eames' 2016 book, *Cognitive Psychology of Religion*, three outstanding national scholars in the study of religious belief and behavior will discuss their research.

**Kevin Eames (1960 – 2019) and the Cognitive Psychology of Religion.**

Savannah Savage, Michael J. Rulon & David A. Washburn, Covenant College

**Evolutionary Theories and the Future of the Cognitive Science of Religion.**

James Van Slyke, Fresno Pacific University

**Righteous are you, o Lord: Children’s and Adult’s Concepts of a Moralizing God.** Larisa A. Heiphetz, Columbia University\*\*

**Moral Thought-Action Fusion, Ritualized Behaviors, and Scrupulosity.** Robert McCauley, Center for Mind, Brain, and Culture, Emory University, & George Graham, Georgia State University

\*\*Dr. Heiphetz will deliver her portion of this symposium via live stream from approximately 11 – 11:20 am. The other portions are pre-recorded and available for “anytime” viewing in the repository. Following Dr. Heiphetz’s remarks, the other panelists will be available for a live Q&A session

### **33. PSI CHI INVITED ADDRESS**

**11:00 – 11:50 am**

#### **Beyond Good Intentions: Mistakes that Well-Meaning People Make Concerning Bias and Bias Reduction**

Keon West  
Goldsmiths, University of London

Darren Bernal, University of North Carolina Asheville, presiding

Many people prefer to think of themselves as non-biased. However, the presenter’s own research shows that people are often unaware of the pervasiveness of bias, mistaken about their own levels of bias, and willing to endorse bias-reduction strategies that are ineffective or even counter-effective. This talk will cover some of that research, helping attendees develop a clearer understanding of their own biases and the strategies they could use to reduce them.

### **34. SEPA CE WORKSHOP**

**11:00 am – 12:00 pm**

#### **Emotional Labor and the Pandemic**

Lakshmi Narayanan  
University of North Florida

Shanker Menon  
American University of Ras Al Khaimah

Cathy Dunn  
Saint Leo University

\*\* - 1 CE credit. Additional fee required to attend/participate



## 35. SWIM

12:00 – 1:50 pm

### **Southeastern Workers in Memory**

Hunter Ball, University of Texas at Arlington, presiding

Senior Keynote: **The Hype Cycle of Working Memory Training.**  
Tom Redick, Purdue University

Junior Keynote: **Updating Episodic Memory by Detecting and Recollecting Change.** Chris Wahlheim, University of North Carolina Greensboro

## 36. CONVERSATION HOUR: Teaching of Psychology

12:00 – 12:50 pm

### **Experiential Learning and Student Engagement**

Todd Joseph, Hillsborough Community College  
Lora Vasiliauskas, Virginia Western Community College  
Kathleen Hughes Stellmach, Pasco-Hernando State College

## 37. STP INVITED ADDRESS

1:00 – 1:50 pm

Society for the Teaching of Psychology (STP)

### **Objectives in Mirror are Closer than they Appear: Reflections on Reflections for Teaching and Professional Development**

Molly A. Metz  
University of Toronto

Lindsay Masland, Appalachian State University, presiding

When life is organized around an academic calendar, funding cycles, or graduate school recruitment, it is very easy to get stuck in a neverending loop of doing just enough to get through this time with great intentions of making it better somehow next time. This doesn't seem limited to an age or career stage, as it holds for students ("just get me through this midterm and I won't cram next time!"), course instructors ("oh I need to fix that slide next time"), and professionals ("I'll figure out what I want once I have some job security"). For many of us, we only sit down to articulate our progress and goals when required for some hurdle, such as graduate school applications, personal statements, teaching philosophy statements, tenure packets, etc. Instead of thinking of reflections as just one more assignment or hurdle, I propose that by including them intentionally throughout our educational and professional trajectories we will be more effective (and reflective) learners and teachers. In this presentation, I will outline the barriers to and benefits of reflective practice and offer specific examples and suggestions for how to incorporate it into course activities and development, for students and teachers alike.

At the end of this session, participants will be able to:

- Discuss the individual and structural factors of higher education that serve as barriers to reflection and intentionality in learning and professional growth.
- Identify the benefits of reflection and intentionality in educational contexts.
- Describe specific strategies for incorporating reflection into course activities (for students) and into course-specific and general professional development (for faculty).

## 38. SEPA CE WORKSHOP

1:00 – 4:00 pm

### **Strategies for Increasing Students' Intercultural Competencies with a Faculty-Led Study Abroad Program**

Jutta Street  
Campbell University

\*\* - 3 CE credits. Additional fee required to attend/participate

## 39. SEPA METHODOLOGY WORKSHOP

1:00 – 3:00 pm

### Applied Multilevel Modeling with Longitudinal Data

Zachary Himmelberger & A. Reeves Johnson  
Maryville College

\*\* - 2 CE credits. Additional fee required to attend/participate

## 40. CEPO STUDENT RESEARCH AWARDS

2:00 – 2:50 pm

Rihana Mason, Georgia State University, &  
Ecclesia Holmes, University of Georgia, presiding

**The Effect of Emotional Valence on Emotional Autobiographical Memory: Penchant or Penitent Pregnancy.** Erin Neis, Sofia Camarillo, & Avery George, Butler University

**Virtual Volunteerism and African Americans' Mental Health Amid COVID-19.** Kierra Jackson, Mercer University

**Young Adults' Perceptions of Bisexual and Transgender Adoption.** Sierra Cables, Luci Scholtens, & Merry Sleight, Winthrop University

**The Role of Acceptance on Healthy Development in Sexual and Gender Minorities.** Chloe Baker & Sarah Garcia, Stetson University

**Perceptions of Pain Experienced by African American and Caucasian Women.** Keonna Jordan & Merry Sleight (Winthrop University)

## 41. PAPER SESSION: Social/Personality

2:00 – 2:50 pm

Sharon Pearcey, Kennesaw State University, presiding

**Differences in Pain Reporting Due to Sex of Reporter and Experimenter.** Cynthia Hall, Isabela Kiesewetter Zandavalli, Zachary Clark, Rebecca Knowlton, Alejandro Rivas-Graham, Jeremiah Spicer, Katherine Bol, Marina Sheets, Joseph De La Cruz, & Thomas Collins, West Virginia University Institute of Technology

**Attitudes Towards Gun Control on College Campuses.** Kelsi Honaker, Kirsten Daniel, & Cynthia Hall, West Virginia University Institute of Technology

**Predictors of Panic Buying During COVID-19.** Holly Cole, Wesleyan College, & John Blanchar, Swarthmore College

Friday, March 19th

**42. CONVERSATION HOUR: Teaching of Psychology**

**2:00 – 2:50 pm**

**APA Style Formatting Workshop**

Melanie Fowler & Katelyn Shibilski  
Florida Southern College

**43. SESSION FOR SEPA PAST PRESIDENTS**

**2:00 – 2:50 pm**

Laurie Couch, Morehead State University, presiding

**44. PANEL DISCUSSION: Professional Issues**

**3:00 – 3:50 pm**

**So You're Thinking About Academic Administration?  
Challenges and Opportunities**

Alvin Wang, University of Central Florida  
Christina Frederick, Embry-Riddle Aeronautical University  
Jane Halonen, University of West Florida

**45. SEPA BUSINESS MEETING – Open to All Attendees**

**3:00 – 3:50 pm**

Sharon Pearcey, Kennesaw State University, presiding

Friday, March 19th

**Do You See What I See?**

Isabel Gauthier  
Vanderbilt University

Rihana Mason, Georgia State University, presiding

Research in visual object recognition has largely focused on mechanisms common to most people, but there is increased interest in whether and how people differ in the ability to recognize objects and faces. New tests with a variety of familiar categories are being created and validated to measure domain-specific abilities. Because variability in experience with familiar objects contributes to performance, tests with novel objects were designed and recent work using them provides evidence for a domain-general visual ability that is relatively independent from general intelligence. This talk will review recent research on efforts to measure the role of a general visual ability and the role of experience in our abilities in recognizing faces and objects. It will review behavioral studies as well as research measuring functional and structural brain correlates of object recognition skills.

At the end of this session, participants will be able to:

- Describe the differences between domain-specific and domain-general influences in object recognition.
- Explain the evidence supporting the idea that object recognition ability is not explained by general intelligence.
- Identify real-world domains in which object recognition ability applies.
- Identify some of the brain correlates of visual object recognition.

Level: Introductory, 1 CE credit

\*\* - Dr. Gauthier has pre-recorded her presentation and it will be streamed for interested attendees at 4 pm. Upon the conclusion of her presentation, Dr. Gauthier will be available for a live “Q&A” session.

## **47. SEPA MENTOR AWARD ADDRESS**

**5:00 – 5:50 pm**

### **Individual Differences in Attention Control: How to Measure It and Its Role in Complex Cognition**

Randall Engle  
Georgia Institute of Technology

Tom Redick, Purdue University, presiding

## **48. SEPA AWARDS SESSION**

**6:00 – 7:00 pm**

### **SEPA Awards Ceremony and Reception**

Rihana Mason, Georgia State University, presiding

During this hour-long “reception,” we will formally recognize the recipients of each of the SEPA- as well as CEPO-sponsored awards competitions (Outstanding Professional Paper Award, Graduate Student Research Award, CEPO Undergraduate Research Award, CEPO Student Research Award on Minorities and Women, SEPA Mentor Award).

# Saturday, March 20th

## 49. SYMPOSIUM: Gender Roles

9:00 – 9:50 am

### **North Carolina LGBTQ Domestic Violence Response Initiative: Community Needs Assessment Findings**

Stacy Sechrist, Kate Rawson, Jonathan Lucas, Katlynn Mabine,  
Blair Griffin, & Paige Hall Smith  
University of North Carolina at Greensboro

## 50. PAPER SESSION: Social/Personality

9:00 – 9:50 am

Deborah Richardson, Augusta University, presiding

### **Initial Analysis of Relationships Among Predictors of STEM Student Success.**

Kailea Manning, Christy Jarrard, & Deborah Richardson, Augusta University

**Striving Stories: Agency of a Black Former NFL Player.** Jason Jones & Naomi Hall-Byers, Winston-Salem State University

**Verification, Identity Fusion, and Violence Among “Incels”.** Gregory Rousis, Jennifer Bosson, University of South Florida, Alexi Martel & William Swann, University of Texas at Austin

## 51. PAPER SESSION: Aggression/Violence

10:00 – 10:50 am

Debra Sue Pate, Jackson State University, presiding

**Asphyxiation, Non-Fatal Strangulation, and Firearms within IPV: Prevalence and Screening.** Rachel Carpenter & Jill Stinson, East Tennessee State University

**Ethical Exhaustion: Moral Injury Predicts Burnout Among Hospital and Emergency Personnel Affected by COVID-19.** Anandi Ehman, University of Mississippi, Andrew Smith, University of Utah, Charles Benight, University of Colorado at Colorado Springs, Hannah Wright, University of Utah, & Brandon Griffin, Central Arkansas Veterans Healthcare System

**Educating Kids About Gun Violence (EKG): School-based Prevention Program’s Longitudinal Impact.** Myranda Cook, Marbeth Salinas, Faiza Ohag, Stacy Sechrist, & John Weil, University of North Carolina Greensboro

## 52. PAPER SESSION: Teaching of Psychology

10:00 – 10:50 am

Charles Talor, Valdosta State University, presiding

**Age Factors in Texting During Class Lecture.** Charles Talor & Heather Kelley, Valdosta St. University

**Romantic Relationships in College and Students' Motivations to Attend College.** Charles Talor, Valdosta St. University

**Student Use of Test Keys in Online Classes During COVID-19.** Charles Talor, Valdosta St. University

## 53. PAPER SESSION: Social/Personality

11:00 – 11:50 am

Cynthia Hall, West Virginia University - Institute of Technology, presiding

**Cultural Variations in Schadenfreude/Skadeglädje.** Andreas Jonsson, Courtney Hamilton, Amanda McDonald, & Cynthia Hall, West Virginia University - Institute of Technology

**Straight Allies: Predictors of Support and Activism for the LGBT+ Community.** Jessica Beck & Cynthia Hall, West Virginia University Institute of Technology

**Predictors of Attitudes Toward Transgendered Individuals.** Tenaya Meade, Elease McNeil, & Cynthia Hall, West Virginia University Institute of Technology

## 54. PAPER SESSION: Mixed Topics (Educational/School Psychology; Learning/Cognition)

11:00 – 11:50 am

Roberta Dihoff, Rowan University, presiding

**Transitioning Online: Challenges for College Students with ASD.** Cailee Nelson, Laura Morett, Laura Stoppelbein, & Susan White, University of Alabama

**Item-to-Item Associations Contribute to Memory for Serial Order.** Dakota Lindsey, University of South Alabama, & Gordon Logan, Vanderbilt University

**Interpretation of Familiar and Novel Gestures in Autism Spectrum Disorder.** Brianna Cairney, Stanley West, & Heather Lucas, Louisiana State University



**55. SEPA EXECUTIVE COMMITTEE MEETING**

**12:00 – 2:00 pm**

Rihana Mason, Georgia State University, presiding



# Poster & Pre-Recorded Session Repository

As part of our Virtual Annual Meeting, a number of presenters have uploaded posters, papers, symposia, and other presentation formats into our meeting platform repository, where their work will be housed and showcased for “anytime” viewing among registered attendees. These presentations are presented below and organized into various categories:

1. Awards Competitions
  - OPPA
  - GSRA
  - ECRA
  - CEPO/Psi Chi Undergraduate Research Oral Presentations
2. SEPA Posters
3. SEPA Pre-Recorded Sessions
4. CEPO/Psi Chi Undergraduate Research Posters

# Awards Competitions

## SEPA Outstanding Professional Paper Award

Andrew Kelly, Georgia Gwinnett College, OPFA Chair

1. **Effects of Acquired Vestibular Pathology on the Organization of Mouse Exploratory Behavior.** Ryan Yoder, Coastal Carolina University, Jenna Oltmanns, Mark Banovetz, Rami Lake, Ashley Blackwell, Ericka Schaeffer, & Douglas Wallace, Northern Illinois University
2. **The Eyes Don't Have It: Masks Make it Very Hard to Read Emotion in Most Facial Expressions.** Virginia Wickline, Michael Woodcock, Georgia Southern University, Stephen Nowicki, Emory University, Marco Bani, Selena Russo, & Maria Strepparava, University of Milan – Bicocca
3. **Understanding Visual-Spatial Perceptual Deficits in Individuals with Multiple Sclerosis.** Samuel Gontkovsky, Twin Valley Behavioral Healthcare
4. **Psychosocial and Situational Factors Associated with COVID-19 Health Behaviors.** David Solomon, Cathy Grist, Patrick Barton, Annabel Franz, & Alvin Malesky, Western Carolina University
5. **Trauma and Mortality Salience Increase COVID Fear and Defensive Strategies.** Donna Nelson & Merry Sleigh, Winthrop University
6. **Relating Humor Use and Stress During the COVID-19 Pandemic.** Brooke Bennett-Day, Sydney Lafferty, Cierra Gardner, Kara Kight. Erica Brown, & Abby Sauls, Wesleyan College.
7. **RESET Day: Teaching the Challenges of Predicting Future Behavior.** Shaun Davenport, University of North Alabama

## SEPA Graduate Student Research Award (GSRA)

Audrey Parrish, The Citadel, GSRA Chair

1. **How Race and Gender Affect Internal Mental Representations and Prejudice.** John Sperry & Curtis Phillips, University of North Florida
2. **Beyond the Big Five: Academic Entitlement and School Dropout.** Amy Alfonso, Guillermo Wated, & Sabrina Des Rosiers, Barry University
3. **Attachment, Parenting, and Unintentional Injury in Foster Children & Custodial Grandchildren.** Acacia Lopez, Danielle Nadorff, & Ann Chapman, Mississippi State University
4. **Evaluating Child-Adult Relationship Enhancement (CARE) with a Professional Sample.** Giselle Jimenez & Elizabeth Brestan-Knight, Auburn University
5. **When the Dark Side Calls: Personal Moral Identity and In-Game Decision Making.** Skyler Plooster, Nathaniel Boyer, Kaitlin VanRyswyk, & Shelby Jones, Augusta University
6. **The Effectiveness of Cannabidiol (CBD) in the Reduction of Anxiety: A Meta-Analytic Review of Randomized, Placebo-Controlled Trials.** Christopher Nelson & Brian Fisak, University of Central Florida
7. **Identity Distress, Social Support, and SES Among Minority College Students.** Emalee Kerr, Bailey Wagaman, Martha Hubertz, & Steven Berman, University of Central Florida
8. **Effect of Perinatal Separation on Activity and Anxiety in Rats.** Laura Griffith, Claudia Paniagua-Ugarte, Autumn Buckler, Sarabeth Roberts, Zoe Hannabass, Hope Davis, & Pamela Jackson, Radford University

## Early Career Research Award (ECRA)

Kelly Cate, University of North Georgia, ECRA Chair

1. **College Students' Anxiety, Stress, and Coping During the COVID-19 Pandemic.** Neda Moinolmolki, College of Coastal Georgia
2. **The Cost of Racial Salience on Face Memory: How the Cross-Race Effect is Moderated by Racial Ambiguity and the Race of the Perceiver and the Perceived.** Benjamin Marsh, University of Tampa
3. **Growth Mindset, Academic Preparation, and Family Pride Contribute to GPA.** Aurora Ramos Nunez, Neda Moinolmolki, Laura Lynch, Cailin Noble, Claire Hughes, & Courtenay Miller, College of Coastal Georgia

## CEPO/Psi Chi Undergraduate Research Oral Presentations

Jenny Mason, Cumberland University  
Linda Jones, Belmont University  
Session Chairs

1. **Internalizing Symptoms and Certainty Language.** Hannah Nance & Michaeline Jensen (Faculty Sponsor), University of North Carolina at Greensboro
2. **An Exploration of Leader Behavior Change as a Consequence of Organizational Change.** Linda Daniels, Robert Hannah, & Uma Iyer (Faculty Sponsor), Austin Peay State University
3. **Correlates of Adherence to CDC Guidelines and Susceptibility to Covid19-Related Myths.** Rebecca Parks & Ei Hlaing (Faculty Sponsor), University of Lynchburg
4. **The Relationship between Traumatic Life Experiences and Use of Dark Humor.** Taylor Pike, Kenyatta Martin, & Merry Sleigh (Faculty Sponsor), Winthrop University

## SEPA Posters

### Addictions/Substance Abuse (15)

1. **Spiraling: Do Families Help Lighten the Blow of Trauma?** Ruth Laryea, Bianca Owens, Marcia Winter, Kristina Hood, & The Spit for Science Working Group, Virginia Commonwealth University
2. **Complexities of Recovery: Case Studies in Outdoor Behavioral Healthcare.** Kylie Knox, Taylor Ann Pruet, Katherine Hosford, Alison Beale, Ava Hughes, Alex West, & Josh Heffernan, Georgia College & State University
3. **College Students' Perceptions of Marijuana Users and Abstainers.** Madison Merrill, Leah Beckwith, Kathryn Cote, TyAsia Nelson-Pringle, & Merry Sleigh, Winthrop University
4. **Using Recovery Coaching to Overcome Recovery Barriers in SUD Patients.** Madison-Ann Pelfrey, Maya Roberts, Annalisa Wachtel, Brandi Eiff, Shaine O'Neal, Allison Hughes, Clemson University, Prerana Roth, Prisma Health Upstate, & Kaileigh Byrne, Clemson University
5. **Relationship Between Smoking, Depression, and Caloric Intake.** Courtney Harhay & Craig Marker, Mercer University
6. **Depression and Religiosity on Substance Use.** Tayler Walton, Kimberly Pusey, & Tres Stefurak, University of South Alabama
7. **Facets of Recovery Complexity.** Ava Hughes, Alexander West, Josh Heffernan, Alison Beale, Katherine Hosford, Taylor Ann Pruet, Kylie Knox, Georgia College & State University, Keith Russell, Western Washington University, & Harold Gillis, Georgia College & State University
8. **Differential Etiologies Leading to Co-Morbid Substance Abuse and Eating Disorders.** Bianca Castellano & Brittany Robinson, Mercer University
9. **What are you Really Asking? Readability of Video Game Addiction Measures.** Christin Collie, Samuel Peter, Hannah Mitchell, & Meredith Ginley, East Tennessee State University

10. **The Effect of Marijuana Use on Sleep Quality.** Meg McNerny, Erica Szkody, & Cliff McKinney, Mississippi State University
11. **Internet Gaming Disorder and Resiliency.** Antonio Laverghetta & Christopher Cronin, Saint Leo University
12. **Attachment Insecurity, Negative Mood Regulation Expectancies, and Substance Use.** Kia Asberg, Michael Schapman, & Jessie Phillips, Western Carolina University
13. **Body Dissatisfaction and Appetite Suppression Beliefs Associated with College Female Stimulant Medication Consumption.** Hannah Ellis, Justin Mendonca, & Kevin Armstrong, Mississippi State University
14. **The Use of ENDS for Individuals Engaging in High-Risk Compensation for Calories Consumed from Alcohol.** Keleigh Engle, Erin Blazer, Hannah Mitchell, Thalia Sullivan, & Meredith Ginley, East Tennessee State University
15. **The Relation Between Family History of Addiction and ENDS Use.** Shelby McKinley, Thalia Sullivan, Hannah Mitchell, & Meredith Ginley, East Tennessee State University

### **Aggression/Violence (10)**

1. **COVID Shaming, Cancel Culture, and Cyberbullying, Oh My!** Katelyn Hark & Gayle Dow, Christopher Newport University
2. **Effects of Hypermasculinity on Intervention in Cases of Anti-Gay Aggression.** Courtney Keeler, Nazim Asani, Camryn Ernst, Daniel Lanni, & Kevin Swartout, Georgia State University
3. **Development of a Gender-Neutral Honor Beliefs Scale.** Brian Pope, Emily Olson, Keista Elder, & Michael Pendarvis, College of Coastal Georgia
4. **Patterns of Aggression Perpetration During Adolescence.** Theresa Nguyen & Krista Mehari, University of South Alabama
5. **Interpersonal Trauma, Attachment, and Coping Self-Efficacy as Predictors of Posttraumatic-Stress.** Jessie Phillips, Kia Asberg, & Michael Schapman, Western Carolina University
6. **Gender Differences in Perceptions of Growth After Dating Violence.** Justice Cundiff, Myra Pennington, & Mary Ellen Fromuth, Middle Tennessee State University
7. **Differences in Perception of Teacher Versus Peer Bullying.** Justice Cundiff, Mary Ellen Fromuth, & David Kelly, Middle Tennessee State University
8. **Intimate Partner Violence: Justifications and Motivations of Black HBCU Students.** Tyler Congelton, Taylor Jones, Jason Jones, Naomi Hall-Byers, Winston-Salem State University
9. **Parent Antisocial Behavior and Harsh Discipline as Predictors of Delinquency in Early Adolescence.** Corey White, Marlon Goering, & Sylvie Mrug, University of Alabama at Birmingham
10. **Mental and Emotional Abuse in Intimate Relationships.** Ranada White, Beverly Myers, & Sandra Jemison, Stillman College

## Animal Behavior/Ethology/Comparative (5)

1. **Narcissism, Aggression, and Attitudes Toward Canine Training and Care.** Kiersten Aiello & Cynthia Hall, West Virginia University - Institute of Technology
2. **Alcohol Effects on Aggression of Betta Splendens: A Correlational Study.** Kendyl Lewis, Kelsey Smith, Natalie Baer, Trent Leggett, & Kristina Dandy, Georgia College & State University
3. **Effects of Alcohol and Sucrose on Activity-Based Anorexia.** Edward Callen, Kylie Jupp, & Collytte Cederstrom, University of South Carolina Aiken
4. **Pattern Symmetry and Pattern Violations in Nested Hierarchical Patterns.** Emily Criss, Amanda Rowan, Olivia Young, Eve Stump, Barbara Rowan, & James Rowan, Wesleyan College
5. **Phrasing of Serial Patterns with Monotonically Decreasing Inter-Trial Intervals (ITIs).** Amanda Rowan, Micah Holness, Emily Criss, Margaret Howard, Tekanya Williams, Barbara Rowan, & James Rowan, Wesleyan College

## Clinical/Counseling (31)

1. **Gauging Psychology Undergraduates' Interest in Working with Older Adults.** Danielle Ibarra, Nova Southeastern University
2. **The COVID-19 Pandemic and Student Stress.** Sarah Cline, Gabriel Ybarra, Jody Nicholson, & Caitlin Zarzeczny, University of North Florida
3. **Emotion Regulation Strategies: A Mediator Between Context Sensitivity and Depression.** Ei Thinzar, Cameron Pugach, & Blair Wisco, University of North Carolina at Greensboro
4. **Career Mentoring for Psychology Majors Pursuing Applied Child Psychology Programs.** Veronica McClanahan, Amanda Halliburton, & Michele Hill, University of North Georgia
5. **Evaluating the Effectiveness of Cognitive Rehabilitation for Cognitive Impairments Following Chemotherapy Treatment.** Carly Burger, Rebecca Clark, & Mark Stillman, Mercer University
6. **Understanding Risks and Benefits of Providing Peer Support for Student Mental Health.** Talita Ahmed, Savannah Erwin, Sarah Gaither, Jonathan Cloughesy, Duke University, Kyra Citron, Stanford University, & Nancy Zucker, Duke University
7. **Outward Physical Changes and Reestablishment of Civilian Identity in Veterans.** Jordan Butler, Georgia College & State University, Brett Slagel, Uniformed Services University of the Health Sciences, Alyssa Wood, The University of Mississippi, & Stephanie Jett, Georgia College State and University
8. **The Relationship Between Unit Support and Post-Deployment Support in Military Veterans.** Sherree Clark-Metcalf, Georgia College State and University, Brett Slagel, Uniformed Services University of the Health Sciences, Mayllil Esquivel, & Stephanie Jett, Georgia College State and University
9. **Exploring the Impact of Maternal Depression on Reported Child Behavior.** Lindsay Richey & Elizabeth Brestan-Knight, Auburn University

10. **Borderline Personality Disorder and Perception of Friendship Quality.** Sophia Cross, Rosemary Nelson-Gray, & Curtis Collazo, University of North Carolina at Greensboro
11. **Geographical Influences on Cognitive Ability Within the Hispanic Community.** Anna Marmolejo Rios, Wesleyan College
12. **Relations Among Resilience, COVID-19-Related Anxiety, and Life Disruption.** Cecile Nowatka, Morgan Burns, Delaney Irwin, Sellers McConnell, Margaret Roach, & Patrick Thornton, Wofford College
13. **Identity Achievement in Young Adults with Eating Disorders.** Sarah Briere & Frank Provenzano, Furman University
14. **Directed Forgetting of Disorder Relevant and Negative Stimuli in BPD.** Laci Gray, Rosemary Nelson-Gray, & Peter Delaney, University of North Carolina at Greensboro
15. **Connections to Depression: The Dangers of Isolation in College Students.** Kayla Capeles, Abigail Warden, Virginia Wickline, Madison Grall, & Gwendolyn Leahy, Georgia Southern University
16. **Delay Discounting Versus Self-Report Measures of Impulsivity.** Heidi Dempsey & Emmanuel Rock, Jacksonville State University
17. **Doomscrolling and Mental Health Correlates During the COVID-19 Pandemic.** Kaylie Allen, Gender Affirming Program, Saint Louis Behavioral Medicine Institute, & David Solomon, Western Carolina University
18. **Close Blast Exposure and Post-Traumatic Stress Disorder.** Patrick Barton, Stephanie Taylor, & David Solomon, Western Carolina University
19. **Mindfulness Meditation Versus Adult Coloring to Reduce Stress: Preliminary Results.** Pamela Font, Hannah DeCosta, & Erica Yuen, The University of Tampa
20. **Associations Between Rape Myth Acceptance, Sexual Trauma History, and PTSD.** Sophia Priest, Faith Nomamiukor, & Blair Wisco, University of North Carolina at Greensboro
21. **Goals, Grit, and Career Development.** Jessica Gonzalez, Jennifer Queen, & John Houston, Rollins College
22. **Engagement and Disengagement Coping Styles as Mediators in the Association Between Social Support and PTSD Symptoms.** Myranda Cook, Cameron Pugach, & Blair Wisco, University of North Carolina at Greensboro
23. **Intolerance of Uncertainty and Parenting Stress During the COVID-19 Pandemic.** Haley Adams & Kimberly Zlomke, University of South Alabama
24. **tDCS as a Treatment for Anxiety and Related Cognitive Deficits.** Sarah Garcia & Michael Eskenazi, Stetson University
25. **Resilience and the Interpersonal Theory of Suicide During COVID-19.** Scott Paquette, Michele Hill, & Tyler Harrison, University of North Georgia
26. **Examining the Relationship Between Alexithymia, Posttraumatic Stress Disorder and Depression.** Aanchal Lal, Sophia Priest, Casey May, & Blair Wisco, University of North Carolina at Greensboro



27. **Effect of Parenting Stress and Behaviors on Child Externalizing Behaviors.** McKenzie Martin, Jennifer Bolden, & Faye Domokos, University of Tennessee Knoxville
28. **Parental Media Meditation and Helicopter Parenting on College Students' Emotional Distress.** Aerial Holmes, Jackson Howard, Benjamin Dolowich, & Bonnie Nicholson, University of Southern Mississippi
29. **Virtual Reality Training in Youth with Autism Spectrum Disorder.** Rebecca Clark, Carly Burger, & Mark Stillman, Mercer University
30. **The Moderating Role of Sleep Between Screen Time and Behavior.** Olivia Demario, Alexis Smith, Cristina Robles, Shaqueena Moore, & Craig Marker, Mercer University
31. **How Personal Resources Effect ACE's and Level of Distress.** Maria Miller, David Solomon, Marcia Gralha, & Katheryn Sherrill, Western Carolina University

#### **Cognitive Neuroscience/Physiological (4)**

1. **Using a Decision-Making Framework to Explain COVID-19 Preventative Behaviors.** Emma Winterlind, Maggie Harris, Stephanie Six, & Kaileigh Byrne, Clemson University
2. **Effects of Adolescent Ketamine and Environmental Enrichment on Rodent Cognition and Behavior.** Joshua Rodefer & Fatima Humayun, Mercer University
3. **Measuring Cognitive Control and the Reduction of Racial Bias with fNIRS.** Tyla Gelman, Katherine Hooper, Mateen Sheikh, Bailey Rawlinson, Haley Bracy, & Curtis Phills, University of North Florida
4. **Using fNIRS to Measure Emotional Processing Following Mindful Meditation.** Jesse Macyczko, Cassandra Rosenberg, Abmer Wengert, Ivan Korostenskij, Dakota Green, & Katherine Hooper, University of North Florida

#### **Developmental (14)**

1. **Joint Attention Across the First Year Predicts Vocabulary.** Levi Phillips, Jordan Rasheed, Nina Andre, & Alleyne Broomell, Western Carolina University
2. **Executive Function Skills: Fathers' Stimulation of Toddlers' Cognitive Development Matters.** Amy Kolak & Caitlin Dean, College of Charleston
3. **Television Media on Endorsement of Aging Stereotypes.** Carly Pullen & Jenessa Steele, Radford University
4. **Development of the Attitudes Toward Parenting Questionnaire.** Mallori Whaples & Cynthia Hall, West Virginia University - Institute of Technology
5. **Young Adults' Perceptions of Marital Infidelity and Its Impact on Children.** Neely Pritchett, Kalyn Kleist, & Merry Sleigh, Winthrop University
6. **Procrastination: Let's Study Tomorrow.** Molly Mendoza, Damion Whittington, Silje Lindstad, Marco Gollarza, & Lisa Turner, University of South Alabama
7. **Parenting, Motivation, and Grades Among College Students.** Damion Whittington, Molly Mendoza, Marco Gollarza, Silje Lindstad, & Lisa Turner, University of South Alabama

8. **How Pubertal Timing Affects Body Image in Adolescents.** Rhianna Griffin, University of Montevallo, Marlon Goering & Sylvie Mrug, University of Alabama at Birmingham
9. **Parental Influences and Age Differences on Children's Decisions Making.** Karinna Rodriguez & Susan Perez, University of North Florida
10. **Locus of Control and Parental Relationships Predict Childhood Internalizing Symptoms.** Samuel Gontkovsky, Twin Valley Behavioral Healthcare
11. **Young Anxious Solitude Trajectories Predict Media Addiction in Emerging Adulthood.** Jessie Shafer, Heidi Gazelle, & Richard Faldowski, Florida State University
12. **Developmental Differences in Reported Speech in Preschoolers' Personal Narratives.** Alice Davidson & Alexandra McCrary, Rollins College
13. **Identity and Peer Attachment Predict Romantic Anxiety and Avoidance.** Bailey Wagaman, Emalee Kerr, Tricia Crabtree, & Steven Berman, University of Central Florida
14. **Are the Perpetrators of Aggression Also its Victims?** Katelyne Griffin, Deshawna Bryant, & Dawn Witherspoon, University of North Florida

#### Diagnosis (1)

1. **Do Symptoms in the ICD-11 Differ Across Age Groups?** Nicole Concepcion, Virginia Commonwealth University, Pratap Sharan, All India Institute of Medical Sciences, Tahilia Rebello, Columbia University and New York State Psychiatric Institute, Geoffrey Reed, Columbia University and World Health Organization, & Jared Keeley, Virginia Commonwealth University

#### Educational/School Psychology (14)

1. **"Bricks 4 Preschoolers": The Relationship Between the Type and Frequency of LEGO Play on Preschoolers' Math Skills.** Emily Ready, Leilani Goodmon, & Medhini Urs, Florida Southern College
2. **Academic Cheating in College Classrooms.** Rachel Powers, The Citadel
3. **College Students' Perceptions of Classroom Accommodations.** Callie Glaser, Jessica Theodorski, & Merry Sleigh, Winthrop University
4. **Influences of Tactile Cues on Letter Identification in Preschool Children.** John Wilkens, Katelyn Shibilski, Patrick Smith, Melanie Fowler, Natalie Todt, Molly Persson, & Abigail Campbell, Florida Southern College
5. **Influences of Tactile Cues on Alphabet Writing on Preschool Children.** Katelyn Shibilski, John Wilkens, Melanie Fowler, Patrick Smith, Natalie Todt, Molly Persson, & Abigail Campbell, Florida Southern College
6. **Importance of Faculty's Social Presence in Online Courses.** Mary Utley, Drury University
7. **Race Predicts Perceptions of Significant Learning Before and After COVID-19.** Gabrielle McGee & Donna Nelson, Winthrop University
8. **Black Girls' Racial Identity Development in an Academic Setting.** Devyn Wittmeyer, Agnes Scott College

9. **Neighborhood Context and Academic Achievement in Young Adolescents.** Destiny Kelly, Catheryn Orihuela, Sylvie Mrug, University of Alabama at Birmingham, & Michael Windle, Emory University
10. **Trauma Exposure, Symptoms, and Psychopathology in a College Student Population.** Kelsey Coulthard, Kristen Hollas, & Mary Lou Kelley, Louisiana State University
11. **Online Test Proctoring Services and Test Anxiety in College Students.** Piper Collins, Chris Perrine, Madeline Adolf, Cathy Grist, & Alvin Malesky, Western Carolina University
12. **Investigating How Gesture Influences Learning New Vocabulary and Subsequent Comprehension.** Margaret Doheny, Sarah Hughes-Berheim, & Laura Morett, University of Alabama
13. **Evaluating Semantic Relationships: Representational Gesture Effect on Processing Language Modality.** Raymond Bulger, Sarah Hughes-Berheim, & Laura Morett, University of Alabama
14. **The Influence of First Year Housing, Extracurricular Activities, and College Belongingness on College Graduation.** Katherine Pridemore & Madelynn Shell, University of Virginia's College at Wise

#### Emotion/Motivation (19)

1. **A Closer Look at the Relationship Between Social Media Use and Mental Health: The Role of Maladaptive Metacognitive Beliefs.** Anna Johnson, Brandy Tiernan, & Adam Hoffman, Western Carolina University
2. **Emotional Responses After Intentionally and Unintentionally Ghosting Friends.** McKenna Hupp, Mayra Rosas, Trishyne Butler, Leila Agbogou, & Jennifer Hughes, Agnes Scott College
3. **Guilt Is More Strongly Related to Gratitude & Appreciation Than Shame.** Heidi Dempsey & Raven Bowman, Jacksonville State University
4. **Does Guilt and Shame Proneness Predict Behavioral Tendencies?** Heidi Dempsey, Raven Bowman, & Savannah Wimberly, Jacksonville State University
5. **Parents: Responding Positively to Your Adult Child's Positive Experiences Matter.** Chloe Deutsch, Mia Azani, Jessica Rao, & Jennifer Hughes, Agnes Scott College
6. **Exploring the Relationship Between Caregiver Characteristics and Neuropsychiatric Symptom Report in Patients with Dementia.** Carolina Pereira, Ochsner Health, Erika Pugh, Louisiana State University, Ashley LaRoche, Ochsner Health, Matthew Calamia, Louisiana State University, Beth Arredondo, R. John Sawyer, Brian Mizuki, Ochsner Health, & Kelsey Coulthard, Louisiana State University
7. **The Relationship Between Pre-Existing Studio Art Anxiety and Memory.** Julia Giblin, Madison Meares, & Leilani Goodmon, Florida Southern College
8. **Motivation and Belongingness in First-Generation College Students: A Meta-Analysis.** Bethany Wright, Ariana Perez, Victoria Ardines, & Jennifer Samson, Queens University of Charlotte

9. **Impact of General and COVID-19 Related Stress on Teachers' Wellbeing.** Devin McSween, Colleen Halliday-Boykins, Medical University of South Carolina, Joni Splett, University of Florida, & Mark Weist, University of South Carolina
10. **Type of Harm and Experience of Guilt, Regret, and Shame.** Heidi Dempsey, Jacksonville State University
11. **Is a Decrease in Social Skills an Increase in Phone Usage?** Kennedy Ralph & Aurora Ramos Nunez, College of Coastal Georgia
12. **Attitudes and Risk Perceptions Regarding COVID-19 Policies and Reporting Standards.** Jenna Blyler & Amanda McGraw, Jacksonville University
13. **Short on Time? Perceptions of Time Poverty, Guilt, and Self-Efficacy.** Chloe Hillis, Julie Parsons, Seth Cooper, Trevor Melton, Benjamin Tabor, & Bryan Poole, Lee University
14. **Triadic Anger Versus Dyadic Anger: A Look at Cognitive Functions.** Claire Kraft, Sarah Johnson, Trenton Studebaker, Alexis Sortman, Brooke Campbell, & Bryan Poole, Lee University
15. **The Three S's: Stress, Sleep, and Social Support in Students.** Julie Parsons & Bryan Poole, Lee University
16. **Memory for Romantic Rejections: Type of Rejection Matters.** Allan Schneider, Avery George, & John Bohannon III
17. **Blushing During Embarrassment and Exposure: Impact of the Judgmental Mind.** Andrea Wilhelm, Bryan Poole, Sarah Milliron, & Mary Albright, Lee University
18. **Age Moderating the Relationship Between Fear of Dependency and Anxiety.** Darby Mackenstadt & Carolyn Adams-Price, Mississippi State University
19. **Influence of Movement on Negative Emotional Reactions to Animals.** Krystal St. Peter, Laura Vernon, & Alan Kersten, Florida Atlantic University

#### **Ethnic/Minority/Cross-Cultural (9)**

1. **You Say That Now but Just Wait: Long Term Effects of Competency Training.** Catherine Lea & Jamie O'Bryant, Spring Hill College
2. **White Racial Socialization: Exploring Influences of White Student's Perceptions of Race.** Peyton Capehart, & Charlotte Capers Snoad, & Maryam Jernigan, Agnes Scott College
3. **Racial Salience, Mental Health, and Treatment Seeking Behaviors.** McKenna Hupp, Agnes Scott College
4. **Narratives of Racism: Relations to Bi-Cultural Identity Development.** Tayana Rich & Widaad Zaman, University of Central Florida
5. **Race-of-Interviewer Effect, Modern Racism, and Support for the 'Make American Great Again' Agenda.** Diane Catanzaro, Paul Hubbard, Christina Galbraith, Gabriel Freckmann, & Natalee Jamerson, Christopher Newport University
6. **Factors Influencing Latina Healthcare System Distrust.** Anthony Eldridge, Roberta Dihoff, Rowan University, Georita Frierson, D'Youville College, Pierre Leon & Alexander David Jaffe, Rowan University

7. **Effects of Racism on Psychological Well-Being of College Students.** Widaad Zaman & Piper Schroeder, University of Central Florida
8. **Disgust and Animal Phobic Distress in Hispanic and European Americans.** Krystal St. Peter, Florida Atlantic University, Sonja Wendlinger, University of Salzburg, Laura Vernon, Florida Atlantic University, & Michiyo Hirai, University of Texas Rio Grande Valley
9. **Expressions and Performances of Masculinities among Black Men at HBCUs.** Janeva Wilson, Tyler Congleton, Naomi Hall-Byers, & Jason Jones, Winston-Salem State University

#### **Gender Roles (4)**

1. **Perceptions of Blended Families.** Victoria Hunter, Emily Avalos, Abigail Floriano Monarrez, Camantha Rea Lyerly, Margie Villalobos, & Sheila Brownlow, Catawba College
2. **Nonbinary Identities and Assumed Queer Sexuality.** Emily Beatty, Alison Patev, Calvin Hall, & Kristina Hood, Virginia Commonwealth University
3. **Gender Identity, Discrimination, and Adjustment Among College Students.** Nicole Coco, Emalee Kerr, Bailey Wagaman, & Steven Berman, University of Central Florida
4. **Positively Transgender: Positive Outcomes in the Transgender Community.** Jaclyn Merrill, West Liberty University

#### **Health Psychology (22)**

1. **One Size Doesn't Fit All: Black Women's Body Image Perceptions.** Priscilla Bookman, Charlie Harris, Pinar Gurkas, & Brian Goldman, Clayton State University
2. **Narratives of COVID-19 Experiences: Relations to Identity Development.** Anh Pham, Widaad Zaman, Lewis Rincon Castano, & Jullianna Stalbaum, University of Central Florida
3. **Analyzing Treatment Outcomes of Psychopathology in the Primary Care Setting.** Brittany Borzillo & Mark Stillman, Mercer University
4. **Analysis of Physician Competency When Dealing with Psychopathology.** Brittany Borzillo & Mark Stillman, Mercer University
5. **The Impact of Covid-19 on Related Attitudes, Behaviors and Stress.** Leah Yakabovits, Wendy Wolfe, Hannah Morris, & Takeria Molton, Georgia Southern University
6. **Sex and Quality of Life on Trust and Health Behaviors.** Alexandra Wynn & Kristina Hood, Virginia Commonwealth University
7. **Psychotropic Prescriptions in Skilled Nursing Facilities During the COVID-19 Pandemic.** Caroline Emily Stiles, Emily Sakamoto, & Mark Stillman, Mercer University
8. **Positive Psychology and Challenges for College Students.** Debra Palmer, Georgia Southwestern State University, Genna Mattioli & Jeana Magyar, University of Wisconsin Stevens Point
9. **Trust in Conventional Doctors and Openness to Complementary Alternative Medicine.** Kristen Watson, Merry Sleigh, & Ginger Williams, Winthrop University

10. **Prevalence and Psychosocial Factors of Chronic Illness Among Black Americans.** Raegan Bishop, Sneharika Lingampally, Tammy Greer, & Jennifer Lemacks, University of Southern Mississippi
11. **Why Them? The Informal Caregiver's Transition to Cancer Diagnosis.** Rebecca Hoppe, Marcia Winter, Virginia Commonwealth University, & Tara Albrecht, Duke University
12. **Exploring Physical Activity Differences for Evening and Morning Types.** Stephen Vale, Kali Cage, Misty Peterson, Kristina Bartholomew, Sunny Peters, Joanna Salapska-Gelleri, John Rossi, & Todd McElroy, Florida Gulf Coast University
13. **Interpersonal Needs and Sleep in Primary Care: Does Gratitude Help?** Heather Altier & Jameson Hirsch, East Tennessee State University
14. **Role of Gratitude in Stress and Coping with the Pandemic.** Wendy Wolfe, Leah Yakobovits, Hannah Morris, & Takeria Molton, Georgia Southern University
15. **Reliability of the Children's Eating Attitudes Test in Racially/Ethnic Diverse Youth.** Kara Nayfa & Crystal Lim, University of Mississippi Medical Center
16. **Predictors of Negative Reactions to Quarantine and Social Isolation.** Faith Ambrose & Charles Negy, University of Central Florida
17. **Correlation Between Adverse Childhood Experiences and Adult Chronic Diseases.** Salena Magazine, Sherly Smith, & Mark Stillman, Mercer University
18. **Adverse Childhood Experiences and Health: Relationships Between ACEs Scores, Health Conditions, Stress, and Resilience in College Students.** Emily Halvorson, Melissa Materia, & Amanda Clark, University of Tennessee at Chattanooga
19. **Internalized Homonegativity Predicts COVID-19 Preventative Behaviors.** Kasey Morey, Camron Williams, & David Solomon, Western Carolina University
20. **Obesity and Self-Esteem in African American Youth.** Carly Wagner, Abhilasha Kumar, & Dawn Witherspoon, University of North Florida
21. **COVID-19 and Related Identity Distress in College Students.** Bailey Wagaman, Emalee Kerr, Martha Hubertz, & Steven Berman, University of Central Florida
22. **Body Image, Eating Attitudes, and Identity Among College Athletes.** Samantha Felts, Bailey Wagaman, Alexis Brand, & Steven Berman, University of Central Florida

## Human Factors (10)

1. **Human Factors Forensic Analysis of a Misstep Case Study.** Connor Morris, Kelly Denton, Elizabeth Hayden, Sam McClelland, Bethany Seltzer, & Ben Stephens, Clemson University
2. **Skylight Fall Hazard Identification.** Sam McClelland, Kelly Denton, Elizabeth Hayden, Connor Morris, Bethany Seltzer, & Ben Stephens, Clemson University
3. **Conspicuity of Trip Hazards: Height and Expansion Joint Gap.** Rachel Staats, Alexis Barker, Taylor Mckinney, Nicole Merics, Nicolas Ortega, Kennedy Wolf, & Ben Stephens, Clemson University
4. **Trip Hazard Estimates Benefit from a Familiar Size Reference.** Taylor Mckinney, Anna Cobranchi, & Ben Stephens, Clemson University

5. **Detecting Skylight Fall Hazards: The Impact of Priming.** Owen Minello, Kaitlin Miller, Hanna Wage, Delaney Wallace, & Ben Stephens, Clemson University
6. **Trip Hazard Assessment: An Online Method.** Caroline Ko, Katheryn Hipe, Allie Homer, & Ben Stephens, Clemson University
7. **Understanding Aggressive Driving: The Role of Personality and Individual Differences.** Enilda Velazquez & Mustapha Mouloua, University of Central Florida
8. **Telling Lies: How Does it Affect Memory and Reaction Time?** Madelyn Baker, Matava Strang, & Eric Rindal, Georgia College & State University
9. **Investigating the Role of Trust and Self-Confidence in Autonomous Driving.** Danielle Miele, James Ferraro, & Moustapha Mouloua, University of Central Florida
10. **Meta-Analysis Investigating Personality as a Predictor of Aviation Performance.** Caroline Deck, Juliana Voelker, Daniela Miele, James Ferraro, & Mustapha Mouloua, University of Central Florida

### Industrial/Organizational (9)

1. **The Effect of Greek Affiliation on Perceptions of Sexual Harassment.** Samantha Wiitala, Alyssa Le Grand, & Leilani Goodmon, Florida Southern College
2. **The Relationship Between Racial Bias and Diversity Training Retention.** Shayna Urrabazo, Emily Ready, & Leilani Goodmon, Florida Southern College
3. **Happy for You: A Study of Capitalization in Friendships.** Lee Trinh, Shaniah Sanford-Williams, Kayla D'Amato, & Jennifer Hughes, Agnes Scott College
4. **Ghosting Job Applicants and the Resulting Impact on Organizations.** Deyana Siddiqui, Samantha Zheng, NyJia Lott, Tara Pollack, Salav Oul, & Jennifer Hughes, Agnes Scott College
5. **How Capitalization Can Improve the Quality of Employee/Supervisor Relationships.** Bethany Velarde, Alexis Skeen, Alexandra Varner, & Jennifer Hughes, Agnes Scott College
6. **Ghosted Friends' Feelings of Distress, Confusion, and Lack of Closure.** Lucie Blaise, Lee Trinh, Rachel Barnes, Selena Lomeli, & Jennifer Hughes, Agnes Scott College
7. **Does Ethical Behavior Within an Institution Effect Employee Performance?** Anna Moller, Hailey Rueden, & Bryan Dawson, University of North Georgia
8. **Personality Traits and Dimensions of Success.** Marlee Johnson, Alana Goodwin, Maia Russell, John Houston, & David Richard, Rollins College
9. **Filtered Out: Cybervetting and Hirability.** Nicholas Carlino & Melanie Fowler, Florida Southern College

### Learning/Cognition (26)

1. **How Instructors Can Better Support and Understand Veteran Students.** Gina Mariano, Megan McCroan, & Fred Figliano, Troy University

2. **Am I Seeing Things? The Influence of Music Valence and Duration on Visual Perception of Inkblots.** Shayna Urrabazo, Heather Banner, Alexandria Posada, & Leilani Goodmon, Florida Southern College
3. **Effects of Exercise on Short-Term Recognition in College Students.** Alexis Murray, Luc Whyte, & Tajjha Buie, University of Oklahoma
4. **Examining the Role of Auditory Fluency in Participants' JOLs and Memory Performance.** Katlyn Mullins, Michael Duthie, Payne Winston-Lindeboom, Matthew May, Michele Tjarks, Ariel DeBardelaben, & Jodi Price, The University of Alabama in Huntsville
5. **Font Size and Presentation Rate's Influence on Participants' JOLs and Memory Performance.** Katlyn Mullins, Michele Tjarks, Payne Winston-Lindeboom, Matthew May, Michael Duthie, & Jodi Price, The University of Alabama in Huntsville
6. **Beliefs About Font Size and Vision Impairment's Influence on Recall.** Payne Winston-Lindeboom, Ariel DeBardelaben, Emily Cullars, Hayden Jones, Kaylynn Hall, Kenan White, & Jodi Price, University of Alabama Huntsville
7. **Fluency and Memory Beliefs' Influence on Self-Regulated Learning Behaviors of Visually-Impaired and Unimpaired Participants.** Payne Winston-Lindeboom, Michele Tjarks, Katlyn Mullins, Allison Tucker, Chandler Klemm, Hannah Hilton, Kaitlyn Davis, Kelcie Meador, & Jodi Price, University of Alabama Huntsville
8. **Reexamining Font Size and Presentation Rate's Influence on JOLs and Memory.** Katlyn Mullins, Emily Cullars, Kaitlyn Davis, Michael Duthie, & Jodi Price, The University of Alabama in Huntsville
9. **Experiencing Second-Hand Math Success and Failure and its Effect on Math Anxiety and Performance.** Kaitlyn Davis, Katlyn Mullins, Emily Cullars, Barbara Caioli, Hayden Jones, & Jodi Price, The University of Alabama in Huntsville
10. **Examining the Roles of Value and Valence in Participants' Self-Regulated Learning.** Emily Cullars, Kaitlyn Davis, Katlyn Mullins, Ariel DeBardelaben, Chandler Klemm, & Jodi Price, The University of Alabama in Huntsville
11. **Impact of Lying Frequency on False Memories and Memory Confidence.** Emma Crumby, Kyle Thatcher, & Eric Rindal, Georgia College and State University
12. **Attention and Choice in Serial Order.** Katherine Hernandez & Dakota Lindsey, University of South Alabama
13. **Implicit Associations of Mental Illness.** Emily Dial, Madelyne Barnard, Jenna Davis, & Christopher Klein, University of North Alabama
14. **Explicit and Implicit Attitudes Towards Abortion Tied to Language Usage.** Madelyne Barnard & Christopher Klein, University of North Alabama
15. **Examining the Effect of Emotion on Prospective Memory Performance.** Danielle Gershman, Mia Melone, Khushi Dhruv, & Jill Shelton, University of Tennessee at Chattanooga
16. **Psychological Research Participation Experience and Beliefs about Psychology.** Rowan O'Connor & Christopher Klein, University of North Alabama
17. **Examination of Secondary Reinstatement of Extinguished Fear.** Edward Callen, Collytte Cederstrom, & Kylie Jupp, University of South Carolina Aiken



18. **The Impact of Powerpoint Access on Student Confidence and Performance in the Classroom.** Hira Farooq & Andrew Kelly, Georgia Gwinnett College
19. **Self-Regulation and Trait Anxiety: Examining Attentional Control Theory.** Sarah Alfonso & Christopher Lonigan, Florida State University
20. **Does Coronavirus Anxiety and Obsession Affect the Fading Affect Bias?** Kaylee Harris, Emma Friedmann, William Ward, Catherine Pechie, Emily Peterson, Lauren Chadwick, Francesca Pandolfe, Kolby Kinnaman, Gabriela Rocha, Luke Fernandez, Matthew Traversa, & Jeffrey Gibbons, Christopher Newport University
21. **The Creative Mind.** Andrea Wilhelm & Bryan Poole, Lee University
22. **Phishing Across Platforms: Email and Twitter.** Manderley Recinos, Erin Park, & Kaitlyn Soroko, Augusta University
23. **Effects of Feedback Stimuli on Reinstatement Fear.** Edward Callen, Kylie Jupp, & Collytte Cederstrom, University of South Carolina Aiken
24. **Beat Gesture and Contrastive Accenting Convey Contrast in Spoken Discourse.** Margaret Paul, Laura Morett, & Scott Fraundorf, University of Alabama
25. **Face Memory in Diverse Spaces.** Aylssa Wence, Nia Dyson, Anelina Primavera, Jasmin Perez, & Benjamin Marsh, University of Tampa
26. **Spanish Words Facilitate Gazing to Latino Faces in Bilingual Latinos.** Ashley Myers, Daniella Zarate, Isabella Rosario, & Benjamin Marsh, University of Tampa

#### Measurement/Evaluation (6)

1. **Participant Reflections on Short-Term International Volunteering: Benefits, Harms, Perspective Change.** Amanda Howard, Samford University, Nicole Wilke, Christian Alliance for Orphans, Jacqueline Gustafson, California Baptist University, & Megan Roberts, Samford University
2. **The Philosophical Worldview Questionnaire.** Zachary Swanson, Ralph Hood, Christopher Silver, University of Tennessee at Chattanooga, & Tom Voychekovski, University of Tennessee – Memphis School of Medicine
3. **Comparing Outcome-Level Quantitative Literacy Results Between Chinese and American Students.** Barbara Rowan & James Rowan, Wesleyan College
4. **Comparing Overall Quantitative Literacy Results Between Chinese and American Students.** James Rowan & Barbara Rowan, Wesleyan College
5. **Romantic Interest and Memory Effects.** Sofia Camarillo, Erin Neis, Allan Schneider, & John Bohannon III, Butler University
6. **Achieving Student Learning Objectives Through Asset-Based Service Learning.** Ashley Burton, John Ray Roberts, & Michelle Brown, The Citadel

#### Methodology/Statistics (1)

1. **Stress, Intraindividual Variability, and Nonlinear Metrics of Heart Rate Variability.** John Shelley-Tremblay, Claire Demming, Mark Gillespie, & William Billett, University of South Alabama

## **Professional Issues (1)**

1. **Risk Factors for Compassion Fatigue and Burnout Among Mental Health Professionals in the United States: A Systematic Review.** Payton Rackley, Catherine Vines, & Amanda Howard, Samford University

## **Religion/Faith (1)**

1. **Hashtag Thriving: Religiosity in Congruence to Flourishing.** Heather Mellis & Bryan Poole, Lee University

## **Sexuality/Sexual Behavior (12)**

1. **A Brief Characteristic Analysis of a Small Sample of Female Youth Who Have Engaged in Sexually Abusive Behaviors.** Kristin Mahan, East Tennessee State University
2. **How Personal Resources and ACE's Effect Queer and Heterosexual People Differently.** Piper Collins & David Solomon, Western Carolina University
3. **Parental Attitudes Impact on Mental Health Outcomes for LGBT Individuals.** Hailey Hodum, Meg McNerny, Min Kim, Erica Szkody, & Cliff McKinney, Mississippi State University
4. **Impact of Religiosity on Sexism and Safe Sex Self-Efficacy.** Noelle Manfredi, Rym Yousfi, Ashlynn Bell, & Kristina Hood, Virginia Commonwealth University
5. **Consent Perception's Impact on Rape Myths and Just World Beliefs.** Victoria Cambar, Ashlynn Bell, & Kristina Hood, Virginia Commonwealth University
6. **Consent Attitudes, Aggression, and Gender on Perceptions of Sexual Assault.** Ana Rodriguez, Christopher Brokaw, Stephanie Loeaza, Kayla Heyward, & Merry Sleigh, Winthrop University
7. **Differences in Stigma Consciousness in LGBTQ Individuals While Coming Out.** Megan Moomaw, David Solomon, & Sara Roles, Western Carolina University
8. **Perception of Peer Justification of Rape Association with Perpetration Likelihood.** Sabrina Bothwell, Joy Sohail. Yoori Ok, Yamini Patel, & Kevin Swartout, Georgia State University
9. **LGBTQ+ Sexual Trauma: A Description of Perpetrators and Coercive Methods.** David Solomon, Alvin Malesky, Sara Roles, Western Carolina University, & Elizabeth Combs, University of South Carolina
10. **Tracking the Prevalence of Transgender and Non-Binary People.** Charles Negy, University of Central Florida, Ralph Carlson & Hilda Medrano, University of Texas at Rio Grande Valley
11. **The Sociosexual and Relationship Norms Among Black HBCU Students.** Taylor Jones, Janeva Wilson, Jason Jones, & Naomi Hall-Byers, Winston-Salem State University
12. **Relationship Between Sexual Education, Religiosity, and Rape Myth Acceptance.** Baleigh Goforth, Veronica Ross, & Zachary Himmelberger, Maryville College

## Social/Personality (47)

1. **Gender Diversity Among PID-5 Personality Factors.** Emma Headley & Jared Keeley, Virginia Commonwealth University
2. **Handsome or Hazardous: Are there Penalties for Men Who Take Advantage of their Physical Appearance?** Delaney Portka, Mary Katherine Boone, Jade Williams, Emily Avalos, & Sheila Brownlow, Catawba College
3. **Narratives of Covid-19 Experiences: Relations to Mental Health.** Lewis Rincon Castano, University of Central Florida
4. **Ratemyprofessors.com Positivity and Student and Professor Gender Affect Entitled Expectations.** Stefanie Boswell, University of the Incarnate Word
5. **Development and Validation of the Attitudes Toward LGBTQ+ Persons Questionnaire.** Zachary Clark, Samantha Adams, Alejandro Rivas-Graham, & Cynthia Hall, West Virginia University Institute of Technology
6. **Development and Validation of the Homesickness Questionnaire.** Amanda Boothe & Cynthia Hall, West Virginia University Institute of Technology
7. **Attitudes Toward Gun Control on College Campus Inventory.** Kirsten Daniel, Patrick Williams, Kelsi Honaker, Victoria Altizer, & Cynthia Hall, West Virginia University Institute of Technology
8. **The Establishment, Implementation, and Substantiation of the Schadenfreude Inventory.** Courtney Hamilton, Andreas Jonsson, Amanda McDonald, & Cynthia Hall, West Virginia University Institute of Technology
9. **Learner-Oriented Evaluations Influence Expectations About Grades and Professor Treatment.** Stefanie Boswell, University of the Incarnate Word
10. **Another Look at Business Ethics, Time Perspective and Mindfulness.** William Collier, University of North Carolina at Pembroke
11. **An Examination of the Relationship Between Creativity and Time Perspective.** William Collier, University of North Carolina at Pembroke
12. **Grandiose Narcissism and Cognitive Empathy.** Jennifer Raley, University of South Alabama
13. **Discovering a Relationship Between Identity and Attachment Styles.** Chloe Knudsen & Frank Provenzano, Furman University
14. **Effect of Source and Priming on the Recognition and Believability of Media Headlines.** Gabriela Rocha, Emma Friedmann, Kaylee Harris, Emily Peterson, Stephanie LeRoy, & Jodi Cleaver, fChristopher Newport University
15. **Gender Differences in Pro-Environmental Behavior Intentions.** Katherine Pride, Sarah Cline, Cassandra Branham, Lauren Toledo, & Heather Truelove, University of North Florida
16. **Social Media and Depressive Symptoms: Rumination and Social Comparison Factors.** Shali Romano & Lara Ault, Saint Leo University
17. **How the Availability Heuristic Relates to Views of Racial Inequality.** Carly Pullen, Radford University, Salena Diaz, University of Hawaii, Nicole Iannone, Radford University, & Laura Ruth Parker, University of Houston Downtown

18. **Celebrity Social Media Influence on Future Mask-Wearing Behavior.** Carly Pullen, Hailey Scherer, Radford University, Salena Diaz, University of Hawaii, & Nicole Iannone, Radford University
19. **Public Attitudes Towards and Knowledge of Sustainability: A Pilot Study.** Jessica Eleazer, Avery Perkins, & Stephanie Jett, Georgia College State & University
20. **Perceptions of People Out of the Loop on Pop Culture.** Phoebe Dubois & Nicole Iannone, Radford University
21. **Perception of Crime in Protest Cities, BLM, and Police Reform.** Mykaela Hagen & Nicole Iannone, Radford University
22. **Mindfulness and Health Behaviors: A Correlation Analysis.** Haley Gibbs, Josh Hammond, Kylie Knox, & Whitney Heppner, Georgia College & State University
23. **Validity of Chapman's Five Love Languages Scale.** Madelyne Barnard, Tera Brackin, Gabriela Carrasco, University of North Alabama, & Erik Kinnamon, University of South Dakota
24. **Who's Playing Who? Gamer Identity and Character Development.** Madelyne Barnard, Gabriela Carrasco, University of North Alabama, & Erik Kinnamon, University of South Dakota
25. **Attachment and Resilience Moderate Negative Life Events and Psychological Functioning.** Autumn Buckler, Mia Purcell, Maggie Todd, Hanna Hatfield, Katelynn LaCombe, Phoebe Dubois, Angela Causey, Radford University, Kelsey Frank, Marshall University, Hayley Grossman, Carly Pullen, Caelan King, Kailynn Harris, Danielle Fleenor, Jeffery Aspelmeier, & Ann Elliott, Radford University
26. **Attachment Moderates the Relationship Between Polyvictimization and Substance Use.** Mia Purcell, Autumn Buckler, Maggie Todd, Radford University, Kelsey Frank, Marshall University, Katelynn LaCombe, Phoebe Dubois, Angela Causey, Hanna Hatfield, Hayley Grossman, Carly Pullen, Caelan King, Kailynn Harris, Danielle Fleenor, Jeffery Aspelmeier, & Ann Elliott, Radford University
27. **Online Video Game Harassment and the Effects of Rumination.** Rebecca Martin, Bryan Dawson, Mackenzie Aaron, & Ryan Turner, University of North Georgia
28. **Lineup Decision Making: Effects of Pre-Admonition Suggestion Following Prior Record on Eyewitness' Choosing Rate and Identification Judgments.** Breanna Curran, Rachael Crumbaker, Kalli Allen, Andrew McIntosh, & Deah Quinlivan, Florida Southern College
29. **The Impact of Pay and Location on Commuting.** Allison Bennett & Kimberly Mannahan, College of Coastal Georgia
30. **Appearance-Behavior Congruency Between Owner Race and Dog Breed.** Micalae Segers, Appalachian State University
31. **Competitiveness, Hypercompetitiveness and Success-Oriented Personality Traits.** Alana Goodwin, Maia Russell, Marlee Johnson, & John Houston, Rollins College
32. **Self-Other Attributions, Sex Differences, and Judgments of Romantic Regret.** Todd McElroy, Stephen Vale, Joanna Salapska-Gelleri, Sunny Peters, & Kristina Bartholomew, Florida Gulf Coast University

33. **Ratemyprofessor and Student Gender Effects on Self-Efficacy for Course Effort.** Stefanie Boswell, University of the Incarnate Word, & Sara Sohr-Preston, Southeastern Louisiana University
34. **Thinking in Black and White: Political Extremities and Moral Objectivity.** Sarah Milliron, Jeremiah Storey, & Bryan Poole, Lee University
35. **Loneliness and Health Risk Behaviors: Potential Mediation by Self Control.** Sydni Gilbert & Celine Khalife, Georgia College & State University
36. **Save the Turtles! Examining Motivators for Pro-Environmental Behaviors.** M. Ryan Nugent, Megan Kemp, & Heather Truelove, University of North Florida
37. **Facebook Use and Stress in the Time of COVID-19.** Paul Harris, Sarah Taylor, & Jenny Goldsher, Rollins College
38. **Four-Legged Friends: Pets as Social Support During the COVID-19 Pandemic.** Rachelle Yankelevitz, Paul Harris, Dar Bejerano, & Natalie George, Rollins College
39. **Psychology, Politics, and the Impact of Popular Culture.** Britani Black, April Fugett, & Keith Beard, Marshall University
40. **The Validation of a New Measure of Collective Effervescence.** Christopher Nelson & Steven Berman, University of Central Florida
41. **Reject Me... Then I Reject Everyone.** Andrea Felix, Anna Marmolejo Rios, Emily Criss, Ei El Naing, & Holly Cole, Wesleyan College
42. **Anxiety, Depression, Binge-Watching: An Exploration During COVID-19.** Dafne Rangel, Hannah Hopkins, & Whitney Heppner, Georgia College & State University
43. **Attention to Detail: Accompanying Information Impacts Statement Credibility.** Daniela Gonzalez Hernandez, Amanda Keith, Nathan Yost, Tyler Odgen, Taylor Horton, Claire Szymanski, & Daniella Cash, Sam Houston State University
44. **Individualism, Collectivism, and their Associations with Identity.** Madison Cooper, Emalee Kerr, Bailey Wagaman, & Steven Berman, University of Central Florida
45. **The Role of Identity in Eating Disordered Thoughts and Behaviors.** Stephanie Kaine, Bailey Wagaman, Emalee Kerr, & Steven Berman, University of Central Florida
46. **Character Creation and Self-Esteem.** Jared Johnson, Coby Tucker, & Zachary Himmelberger, Maryville College
47. **Just World Belief and Authoritarianism May Interact to Promote Sexism.** Veronica Ross, Baleigh Goforth, & Zachary Himmelberger, Maryville College

## Teaching of Psychology (13)

1. **Using Stickers to Increase Student Research Participation and Perception of Research Importance in Introductory Psychology Courses.** Terry Pettijohn II, Coastal Carolina University, & Maria Sparacino, Florida International University
2. **College Students' Views of Volunteering, Service, and Leadership.** Debra Palmer & Judy Orton Grissett, Georgia Southwestern State University
3. **Using AP Psychology Exams to Assess University General Education Outcomes.** Caroline Burgen, Jamie Plummer, & Ben Stephens, Clemson University
4. **"Meme-ory": The Effects of Meme Usage of Understanding Neuroscience Content.** Patrick Smith, Heath Rutledge-Jukes, Maddie Gonzales, Katelyn Shibilski, Jordan Martin, Lillie Izadi, & Matthew D'Alessandro, Florida Southern College
5. **"How You Play the Game": Pedagogy Within Cancer-Based Video Games.** Patrick Smith, Heath Rutledge-Jukes, Jordan Martin, Maddie Gonzales, & Breanna Moon, Florida Southern College
6. **Well-Being Benefits of Positive Psychology Interventions in a Positive Psychology Course During the COVID Pandemic.** Madison Kokotovitch, Quinn Lightfoot, & Leilani Goodmon, Florida Southern College
7. **Course Modality, Individual Differences, and Academic Success During COVID-19.** Christopher Nuño, Talley Bettens, Zachary Swanson, Melissa Materia, & Matthew Koonce, University of Tennessee at Chattanooga
8. **Those Who Teach Can Do: Skill Development Through Undergraduate Teaching.** Stephanie Wells, Raiza Barahona, University of Tennessee Chattanooga, Zachary Swanson, Christopher Newport University, & Jill Shelton, University of Tennessee at Chattanooga
9. **Do Faculty Use Learning Styles in College Instruction?** Anthony Oliveira & Charles Talor, Valdosta St. University
10. **Science and Math of African Dance: Culturally Relevant Pedagogy.** Medha Talpade, Michelle Mitchell, & Timothy Owens Moore, Clark Atlanta University
11. **The Impact of Email: A Study of Student-Faculty Perceptions.** Sarah Johnson & Bryan Poole, Lee University
12. **Engaged Learning: An APA Style Writing Workshop for Undergraduate Students.** Melanie Fowler, Katelyn Shibilski, Leilani Goodman, & Jazmine Esparza, Florida Southern College
13. **The Impact of Note-Taking Style on Actual and Perceived Recall.** Maranda Strouth, Madelynn Shell, & Alexandria Reynolds, University of Virginia's College at Wise

# SEPA Pre-Recorded Sessions

## Society for Experimental Psychology and Cognitive Science (SEPCS) SEPCS Symposium in Honor of 2019 Mentor Award Recipient Randall W. Engle

David Washburn, Covenant College, presiding

Again this year, the Society for Experimental Psychology and Cognitive Science (APA Division 3) and the SEPA are partnering to provide an outstanding symposium on cutting-edge scholarship. The participants are each mentees of Professor Randy Engle, who was recognized by SEPA with our 2019 Mentor Award – for obvious reasons, as these scientists (representing just a few of Dr. Engle’s mentees) are some of the world-renowned leaders in the study of cognition in the lab, the workplace, and the classroom. The research presented in this symposium will illustrate why the complementary experimental- and differential-psychology investigation of working memory capacity and related cognitive competencies is arguably having a bigger impact on the literature and theory than any other area of inquiry in contemporary psychology.

**The Visual Arrays...Visual Storage Capacity or Attention Control?** Jesse D. Martin, J.S. Tsukahara, C.A. Mashburn, C. Draheim, & R.W. Engle, Georgia Institute of Technology

**Beyond Born Versus Made: A New Look at Expertise.** David Z. Hambrick & Alexander P. Burgoyne, Michigan State University

**What is the General Factor of Intelligence.** Andrew R.A. Conway, Claremont Graduate University

**Action Videogame Effects on Cognition.** Thomas S. Redick & Elizabeth A. Wiemers, Purdue University

### Aggression (1)

1. **Racial Differences in Attitudes and Knowledge Related to Sex Trafficking.** Sarah Herbst, Dorothy Marsil. Corinne McNamara, & Brie Roberts, Kennesaw State University (Paper)

### Clinical/Counseling (2)

1. **Examining the Role of Different Disgust Domains in Obsessive Beliefs and Posttraumatic Cognitions.** Molly Wickenhauser & Danielle Maack, University of Mississippi (Paper)
2. **MMPI-A-RF Predictors of Wilderness Therapy Outcomes.** Madeline Adolf, Sarah Lewis, & David McCord, Western Carolina University (Paper)

## Developmental (4)

1. **Factors Influencing Behavioral Problems in Deaf Children.** Rachel Smith, Mercer University (Paper)
2. **The Dad Connection: Autism Spectrum Disorder and Advanced Paternal Age.** Kayla Killingsworth, Heather Cygan, Jennifer Poulos, & Mark Stillman, Mercer University (Paper)
3. **Parental Attributions in Relation to Disciplinary Styles Mediated by SES.** Alison Beale, Lauren Romfo, & Tsu-Ming Chiang, Georgia College & State University (Paper)
4. **Parental Gender Beliefs in Young Children Mediated by Socioeconomic Status.** Kayla Ruiz, Carly Holman, & Tsu-Ming Chiang, Georgia College & State University (Paper)

## Educational/School Psychology (1)

1. **Attitudes, Resiliency, and Satisfaction with Life of Former Foster Youth Participating in an Independent Living Program.** Jennifer Green, University of North Carolina Chapel Hill, & Caitlin Stone, Western Carolina University (Paper)

## Emotion/Motivation (1)

1. **Fading Affect Bias Across Marijuana and Non-Marijuana Events.** Luke Fernandez, Christopher Newport University

## Ethnic/Minority/Cross-Cultural (2)

1. **Language Exposure Outside the Home Becomes More English-Dominant from 30 to 60 Months for Children from Spanish-Speaking Homes in the United States.** Stephanie Welsh, Carson-Newman University, & Erika Hoff, Florida Atlantic University (Paper)
2. **Influence of Spiritual Openness on Ethnic Identity and Depression Among African Americans.** Bianca Owens & Kristina Hood, Virginia Commonwealth University (Paper)

## Health Psychology (4)

1. **Effect of Childhood Abuse History on Bariatric Surgery Outcomes.** Kayla Killingsworth, Vincent Fitch, & Mark Stillman, Mercer University (Paper)
2. **The Relationship between Mindfulness and Sleep Quality is Mediated by Emotion Regulation.** Garrett Talley & John Shelley-Tremblay, University of South Alabama (Paper)
3. **Anxiety and Life Meaning in a Pandemic.** William Evans, James Madison University (Paper)
4. **The Block is HOT: Important Social/Political Topics of Interest.** Kristina Hood, Chelsie Dunn, Alison Patev, Calvin Hall, & Ashlynn Bell, Virginia Commonwealth University (Symposium)



### **Learning/Cognition (1)**

1. **Can Seductive Details Reduce Mind Wandering and Improve Learning?** Ian Sneller & Carole Yue, Covenant College (Paper)

### **Measurement/Evaluation (2)**

1. **Predicting Joiner Suicide Risk Category with the Multidimensional Behavioral Health Screen 2.0.** Matthew Dodge & David McCord, Western Carolina University (Paper)
2. **Trauma as a Mediator Between Personality and Worthiness of Care.** Jennifer Green, University of North Carolina Chapel Hill, & Caitlin Stone, Western Carolina University (Paper)

### **Professional Issues (1)**

1. **Updates and discussion from APA's Committee on Undergraduate Education.** Todd Joseph, Hillsborough Community College, & Karen Brakke, Spelman College (Conversation Hour)

### **Sexuality/Sexual Behavior (2)**

1. **Self-Esteem in Swingers and Swing Lifestyle.** Susan Pugliese & Shoshana Dayan, Keiser University (Paper)
2. **HIV Testing Behaviors Among Black Rural Women: The Moderating Role of Conspiracy Beliefs and Partner Status Disclosure.** Kristina Hood, Bianca Owens, & Calvin Hall, Virginia Commonwealth University (Paper)

### **Social/Personality (3)**

1. **Correlates of the Eating Concerns Scale on the MMPI-3.** Terran Saine, Adam Hicks, Alexa Barrett, Matthew Dodge, Haley Goller, Annabel Franz, & David McCord, Western Carolina University (Paper)
2. **Refining Machiavellianism So That it is Distinct from Psychopathology.** Michael Pendarvis & Aurora Ramox Nunez, College of Coastal Georgia (Paper)
3. **I Will Do It Later: Examining How Laypeople Perceive Task-Delaying.** Trent Wondra, Barry University

### **Teaching of Psychology (1)**

1. **Is the (Digital) Pen Mightier than the Keyboard for Note-Taking?** Madelynn Shell, Maranda Strouth, & Alexandria Reynolds, University of Virginia – Wise

# CEPO/Psi Chi Undergraduate Research Poster Session

1. **Childhood Victimization and Emotion Regulation Difficulties in Adolescents who Engage in Illegal Sexual Behavior.** Kylie Seaton & Kelli Thompson (Faculty Sponsor), Auburn University
2. **The Relationships Among Aggression and Life Satisfaction on Social Media Reactivity.** Thomas Fletcher, John Revels, & Merry Sleight (Faculty Sponsor), Winthrop University
3. **Measures of Psychopathy in Juvenile Sexual and Nonsexual Offenders: A Between Groups Analysis.** Tiana Bond & Kelli Thompson (Faculty Sponsor), Auburn University
4. **Rates of Substance Use Disorder and Family Structure Among Juvenile Offenders.** Emily Kucera, Andrew Roth, Auburn University & Kelli Thompson (Faculty Sponsor), Auburn University
5. **Abuse, Antisocial Behaviors and Victim Typology in a Sample of Adjudicated Adolescent Males.** Mikenna Babbs & Kelli Thompson (Faculty Sponsor), Auburn University
6. **Same-Sex and Opposite-Sex Differences in Friendship Quality and Conflict Resolution.** Mandy Breakfield & Merry Sleight (Faculty Sponsor), Winthrop University
7. **The Correlation of Therapeutic Alliance Between Therapist and Client.** Samantha Guajardo & Kelli Thompson (Faculty Sponsor), Auburn University
8. **Guilt and Shame Proneness, Social Support, and Posttraumatic Stress in Latino Immigrants.** Caterina Rossie & Christopher Wiese (Faculty Sponsor), Georgia Institute of Technology
9. **Personality, Depression, and Anxiety Predict Difficulty Adjusting to Social Distancing During the COVID-19 Pandemic.** Angélica Pagán, Raquel Zumaeta, Sarah Alonzi, & Madison W. Silverstein (Faculty Sponsor), Loyola University New Orleans
10. **Natural Choice – Assessing Choice Behavior in the Great and Lesser Apes.** Devin Kirscht & Audrey Parrish (Faculty Sponsor), The Citadel
11. **Psychometric Evaluation of Interpersonal Dyad Video Content.** Jessica LaFontaine, Sophie Thompson, Alyssa Wence, & Meredith Elzy (Faculty Sponsor), The University of Tampa
12. **Personality, Social Media, & Meditation.** Tomi LaChance, Caden Jackson, Nicole Lee, & Randy Lowell (Faculty Sponsor), University of South Carolina Union
13. **Effects of Ethnicity on Weight Bias of Females.** Sarah Hastings, Morgan Bouwkamp, Kelsey Burts, Rachel Simone, & Kelly Cate (Faculty Sponsor), University of North Georgia
14. **Self-Efficacy and Burnout Predict Police Officer Discomfort with Adolescents.** Amanda Albin, Megan Blanton, & Krista Mehari (Faculty Sponsor), University of South Alabama

15. **When are People Glad versus Upset with Themselves for Forgiving?** Jordyn Platt, Hannah Finley, Erin Dempsey & Heidi Dempsey (Faculty Sponsor), Jacksonville State University
16. **Perceptions of ESAs on College Campuses.** Stephanie Bennett, Sophie Davies, Chelsea Harris, Ruby Smith, & Matthew Hayes (Faculty Sponsor), Winthrop University
17. **The Role of Self- Efficacy in Mental Health Differences Between Adolescents and Young Adults with Epilepsy.** George Cherry, Jr. & Patricia Adams (Faculty Sponsor), Pitt Community College
18. **“Your Words Hurt!”: The Relationship between Romantic Conflict, Relationship Satisfaction, and Mental Health.** Jessica Skrelunas, Makenzie Miles & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
19. **The Relationship Between Psychological Sense of Community, Extraversion, Extracurricular Involvement, and Achievement in College Students.** Jessica Skrelunas & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
20. **Improving College Students’ Wellbeing Through a Single Service-Learning Experience.** Donnetta Battle, Conway Saylor, John Roberts, & Conway Saylor (Faculty Sponsor), The Citadel
21. **Elementary Student Cognition on Heroism Curriculum.** Daniel Simpson, John Ray Roberts, Ashley Burton, & Conway Saylor (Faculty Sponsor), The Citadel
22. **Technology’s Effect on Undergraduates’ State Anxiety During a Self-Control Exercise.** Noah Cooper, Alishah Warnez, Jason Drever, & Stephanie Welsh (Faculty Sponsor), Carson-Newman University
23. **The Salience of Race and Gender: How the Cross-Race Effect Varies by Gender of Face.** Nia Dyson, Lauren Sass, Alyssa Wence, Ashley Myers, & Benjamin Marsh (Faculty Sponsor), University of Tampa
24. **Memory for Other-Race Team Members.** Lauren Sass, Nia Dyson, Alyssa Wence, & Benjamin Marsh (Faculty Sponsor), University of Tampa
25. **Stress and Social Support on First Generation College Students.** Tiffany Grant & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
26. **Do Problem-Solving Need/Ability/Enjoyment Affect the Fading Affect Bias Across Emotional Intelligence and Event Type?** William Ward, Emily Peterson, Matthew Traversa, Benjamin Galbreath, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University
27. **Grit, Locus of Control, and Learned Helplessness in Trauma Survivors.** Madison Bates & Erin Dupuis (Faculty Sponsor), Loyola New Orleans
28. **Attending College During a Pandemic: The Role of Personality and Sense of Community.** Kimberly Roselli, Dallas O’Clair, Tiffany Grant, Makenzie Miles & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
29. **The Relationship Between Clothing and Impression Formation.** KalyN Necessary & Tammy Zacchilli (Faculty Sponsor), Saint Leo University

30. **Do Psychological Distress Variables, GRIT, Video Game Addiction, and Rehearsal Predict the Fading Affect Bias Across Video Game and Non-Video Game Events in a Replication Study?** Stephanie LeRoy, Lauren Chadwick, Francesca Pandolfe, Emma Friedmann, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University
31. **Peer Tutors and Student Success in the Abnormal Psychology Online Classroom.** Sommer Floyd, Drew Carroll, & Michelle Robbins (Faculty Sponsor), Georgia Gwinnett College
32. **Negative Emotions Connected to Racial Experiences.** Alondra Guerrero, Avery Britt, Isabella Layton, Chris Pauyo, Marie Stephens, Grace Bowe, Kaelyn Ireland, Logan Turner, Ravi Ghadge (Faculty Sponsor), & Katherine White (Faculty Sponsor), Kennesaw State University
33. **Are Measures Of Implicit Racial Bias Impacted By Social Desirability?** Paul Hubbard II, Gabriel Freckmann, Natalee Jamerson, Christina Galbraith, & Diane Catanzaro (Faculty Sponsor), Christopher Newport University
34. **A Diary Study of the Fading Affect Bias for Social Media and Non-Social Media Events.** Emma Friedmann, Gabriella Rocha, Kaylee Harris, Emily Peterson, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University
35. **Experiences of American Families Who Have Adopted from Bulgarian Orphanages.** Abigail McCarthy & Michelle Boyer-Pennington (Faculty Sponsor), Middle Tennessee State University
36. **Evidence That Item-to-Item Associations Contribute to (Visual) Serial Memory.** Anne Mascia, Katherine Hernandez, & Dakota Lindsey (Faculty Sponsor), University of South Alabama
37. **Attitudes Towards Black & Blue Lives Matter.** Alexandria Thomas & Joy Drinnon (Faculty Sponsor), Milligan University
38. **Gender Differences in Memory.** Vanessa Merlos-Fuentes & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte
39. **Being Active and Life Satisfaction.** Avia Paz, Alana Perlmutter, & Travis Miller (Faculty Sponsor), Tulane University
40. **Body Checking Behaviors Observed in Women and Men and the Implementation of a Simple Intervention to Improve Body Image.** Sara Buchanan & Sarah Garcia (Faculty Sponsor), Stetson University
41. **The Effects of Sleep on Personal Relationships.** Allison Bennett & Aurora Ramos-Nunez (Faculty Sponsor), College of Coastal Georgia
42. **The Role of False Memories on the Fading Affect Bias.** Elizabeth Mazzello, Francesca Pandolfe, Emma Friedmann, Stephanie LeRoy, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University
43. **Mortality Salience Versus Self-esteem Enhancement and Attitudes Towards the Poor.** Anastasia Hills Grove & Winford Gordon (Faculty Sponsor), Western Carolina University
44. **The Relationship Between Emotional Intelligence, Academic Achievement, and Gender.** Hannah Dandurand & Tammy Zacchilli (Faculty Sponsor), Saint Leo University

45. **Social Media and Aggression.** Amanda Waters & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
46. **An Extension of Alcohol's Effects on Aggression of *Betta splendens*.** Ava Hughes, Jessica Purcell, Roxanna Mohseni & Kristina Dandy (Faculty Sponsor), Georgia College and State University
47. **Perceptions of Discordant and Concordant Marijuana Use in Romantic Relationships.** Eliza Diamond, Ta-Taya Campbell, Tia Singletary, Ty'keila Scarborough & Merry Sleigh (Faculty Sponsor), Winthrop University
48. **Student Views of Engagement: Class Size and Format.** Lauren Gratto, Haley Mefferd, & Benjamin Stephens (Faculty Sponsor), Clemson University
49. **An Investigation of the Impact of Post-traumatic Growth, Coping, and Resilience on Coherence and Perceived Self-Efficacy in Young Adult Survivors of Sexual Harassment and Trauma.** Clare McGaughey, Kaylyn Knieri & Stephanie Jett (Faculty Sponsor), Georgia College and State University
50. **The Relationship Between Personal Trauma and Attitudes Toward Minority Groups.** Ashley Underwood & Merry Sleigh (Faculty Sponsor), Winthrop University
51. **Mindfulness and Art in a Cadet and Veteran Population.** Carleton Bailiff & Alexandra Macdonald (Faculty Sponsor), The Citadel
52. **Impacts of Service Learning: Does it Make a Difference Who You Serve?** Hayley Dettenmayer, Conway Saylor, John Ray Roberts, & Conway Saylor (Faculty Sponsor), The Citadel
53. **The Impact of Single Day Service Learning on Student Development.** Hayley Dettenmayer, John Ray Roberts, & Conway Saylor (Faculty Sponsor), The Citadel
54. **Associations Between Breakfast Consumption and Academic Success of College Students.** Leslie Fragoso & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
55. **The Effect of Positive and Negative Self-Talk on Short-Term Eating Decisions.** Sarah Agee, Savannah Savage, Isaac Trefsgar, Mary Pritchett, & Carole Yue (Faculty Sponsor), Covenant College
56. **Quality vs. Quantity of Relationships and the Relation Between Academic Success.** Leonel Rodriguez & Tammy Zacchilli (Faculty Sponsor), Saint Leo University
57. **Pulling Your Weight: Locus of Control as a Moderator of Social Loafing.** Talia Culotta & Sarah Garcia (Faculty Sponsor), Stetson University
58. **Strategies for Inducing Happiness.** Keely Pankopf & Hans Stadthagen-Gonzalez (Faculty Sponsor), The University of Southern Mississippi
59. **Predictors of the Fading Affect Bias regarding the Presidential Election and Non-Election Events.** Matthew Traversa, Emma Friedmann, Kaylee Harris, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University
60. **The Relationship of Physical Activity and Visually Induced Motion Sickness Susceptibility.** Scout Clark, Jenny Hensley, Kaleigh O'Rourke, Grace Powell, & Sarah Beadle (Faculty Sponsor), Clemson University

61. **Does This Bumper Sticker Make Me Look Reckless? Stereotypes About Driving Ability Based on Perceived Gender.** Lydia Helton & Joy Drinnon (Faculty Sponsor), Milligan University
62. **Demographic Factors Relating to Visually Induced Motion Sickness Susceptibility.** Kaleigh O'Rourke, Jenny Hensley, Scout Clark, Grace Powell & Sarah Beadle, M.S. (Faculty Sponsor), Clemson University
63. **The Impact of COVID-19 on the Well-Being of Emergency Medicines' Clinicians.** Kaitlan Bryant & Marissa Shuffler (Faculty Sponsor), Clemson University
64. **Collective Identity as Caused by Reference to Popular Humorous Memes.** Elena Haynes, Kerrianna Darby, D'anerys Doe, Yemimah Manodhaya, & Carole Yue (Faculty Sponsor), Covenant College
65. **Online Evidence Presentation and Eyewitness Accuracy.** Olivia Webb, Nick Mehiel, Hailey Epler, Haelle Litvak, & Richard Metzger (Faculty Sponsor), Stevenson University
66. **Perceived Productivity and Mental Health Amongst Students During the COVID-19 Pandemic.** Matthew Fenner, Marsalis Byrd, Madison Garvin, Ryan Allen, & Anisah Bagasra (Faculty Sponsor), Kennesaw State University
67. **Using Nature to Connect.** Ethan Wymer & Rachel Jones (Faculty Sponsor), Milligan University
68. **Educational and Goal-Setting Social-Media Use Intervention.** Jenny Goldsher & Rachelle Yankelevitz (Faculty Sponsor), Rollins College
69. **Effects of Perceived Similarity in Agreeableness and Openness on Romantic Attraction.** Elizabeth Daley, Zadie Bergeron, Annie Bolton, Audrey Seaton, & Carole Yue (Faculty Sponsor), Covenant College
70. **Effects of Direct-to-Consumer Advertising on Depression Intervention Advertisements.** Danielle Meikle, Caprice Garcia, & Matthew Hayes (Faculty Sponsor), Winthrop University
71. **Job Satisfaction When Working from Home.** Jessica Hamm, Reganne Miller, Makayla Reynolds, RaeAnna Whitaker, & Gregory M. Corso (Faculty Sponsor), Morehead State University
72. **It's Out of My Hands: The Relationship between Health Locus of Control and COVID-19.** Nicole Michael & Terry Pettijohn (Faculty Sponsor), Coastal Carolina University
73. **An Examination of the Relationship Between Research-Based Reading Tips and Parental Behaviors.** Alexandra Duklis & Sara Whipple (Faculty Sponsor), Virginia Military Institute
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106. **Stress and Coping During COVID-19 for Single Adults and Adults in Relationships.** Bryonna M. Stokes, Tiffany Majette, Tabitha Spikes, & Charles R. Taylor (Faculty Sponsor), Valdosta State University
107. **Rape Empathy, Readiness to Help, Bystander Efficacy and Acceptance of Interpersonal Violence as Predictors of Bystander Attitudes.** Daquiri Gentry, Faith Hamblin, & Preston Walker, Emory & Henry College



# **Future SEPA Annual Meetings**

68th Annual Meeting (2022)  
Hilton Head Island, SC  
March 23-26  
Hilton Head Marriott Resort & Spa

69th Annual Meeting (2023)  
New Orleans, LA  
April 5-8  
The Sheraton New Orleans

70th Annual Meeting (2024)  
Orlando, FL  
March 13-16  
Doubletree by Hilton - Entrance to Universal Orlando

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