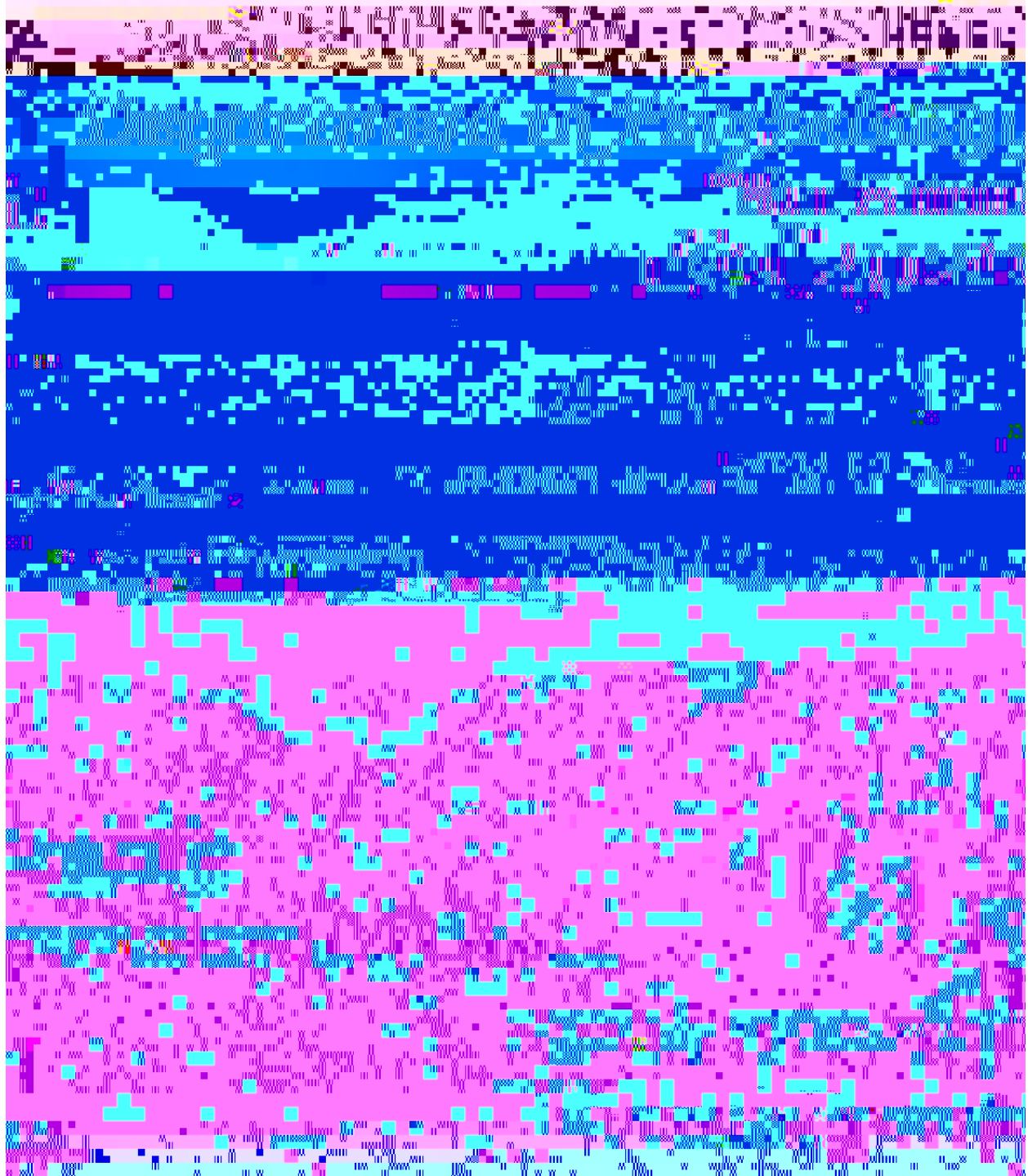


Psychology & Gender



- Alli M. Schreiner & Alyssa K. Fitzwater

The role of socioeconomic status and skipping class in teen

Poster Presentations

- Destiny Allen, Sydney Wray, & Kendall McMullen
Pluralistic ignorance within attitudes toward abusive relationships: The potential moderating role of agreeableness.

Faculty Mentor: Jeff Aspelmeier

- Laneeka Banks, Sterling Bennett, & Kailynn Harris
Pluralistic ignorance about college hookups and the use of a video intervention to strengthen pluralistic ignorance.

Faculty Mentor: Jeff Aspelmeier

-Hannah Benz

The reminiscence bump effect in published biographies: A cohort study.

Faculty Mentor: Thomas Pierce

-Hannah Benz & Grace Flood

The reminiscence bump effect in published autobiographies.

Faculty Mentor: Thomas Pierce

-Autumn L. Buckler, Mia S. Purcell, Maggie T. Todd,
Angela W. Causey, Katelynn A. LaCombe, & Phoebe M.
Dubois

The relationship between negative life events and psychological functioning: The moderating role of attachment and resilience.

Faculty Mentor: Jeff Aspelmeier, Ann Elliott


-Cortney Busick


Expectations of communication through technology.


Faculty Mentor: Nicole Iannone

-Reid W. Clark, Janet C. Wilbur, & Rebecca H. McClung
*Pluralistic ignorance surrounding college drinking:
Pandemic edition.*
Faculty Mentor: Jeff Aspelmeier

- Brody D. Dawson & Ryan G. Taylor
Knowledge and its effects on curiosity and learning.
Faculty Mentor: Kathleen Arnold

-Phoebe Dubois, Caelan King, Carly Pullen, & Hailey
Scherer 
*Pluralistic ignorance within attitudes toward COVID related
health protection behaviors.*
Faculty Mentor: Jeff Aspelmeier

-Laura D. Griffith, Autumn L. Buckler, Claudia Paniagua-
Ugarte, Sarahbeth Roberts, & Hope A. Davis 
Effect of early maternal separation on behavior in rats.
Faculty Mentor: Pamela Jackson

-Mykaela Hagen 
*How gender identity salience and sexism relate to belonging
and support for Black Lives Matter.*
Faculty Mentor: Nicole Iannone

-Kimberlee Hall, Talia Neal, Jeremiah Vivero, & Katelynn
LaCombe
*Time series analysis of EEG recorded while attending class,
studying, and relaxing.*
Faculty Mentor: Thomas Pierce

higher degree of pluralistic ignorance than before the intervention because ratings of peers' comfort with hookups will have increased compared to pre-intervention levels.

Hannah Benz

The reminiscence bump effect in published biographies: A cohort study.

Faculty Mentor: Thomas Pierce

Poster Presentation

The term reminiscence refers to the recall of memory of past experiences. In autobiographical memory research, the reminiscence bump period effect describes the tendency for older adults to recall more life events from their teens, twenties, and early thirties than any other decades of life. Previous research in our lab identified a reminiscence bump effect in narrative accounts of life events presented in 15 published autobiographies. The current study aims to investigate if a reminiscence bump effect can be observed in published biographies. In comparison to autobiographies, a biography investigates a person's life through a third-person perspective. Biographies are usually written by professional authors, and the collection of life events is based on subjective, historical research. To ensure historical accuracy, biographies tend to emphasize facts rather than emotions. This third-person perspective could potentially influence the presence of a reminiscence bump effect. To conduct this study, life events across 10 biographies are identified. Page number, age, and perception of every specific event is recorded and frequency distributions, as well as regression analyses, are created to analyze the proportion of events during the reminiscence period in comparison to the rest of the subject's lives. Results are then compared to those obtained from the previous study of autobiographies.

Hannah Benz & Grace Flood

The reminiscence bump effect in published autobiographies.

Faculty Mentor: Thomas Pierce

Poster Presentation

In autobiographical memory research, the reminiscence bump effect refers to the tendency for older adults to recall more life events from their teens, twenties, and early thirties than from other decades of life (e.g., Rubin, 1986). Participants in these studies are often encouraged to recall events quickly and spontaneously (e.g., Schroots, 2003). The purpose of this study was to determine if a reminiscence bump is observed in narrative accounts of life events presented in published autobiographies. 1831 life events were identified across 15 published autobiographies of eleven male and four female authors with a mean age of 67.2 years (standard deviation of 13.34). Page number, age, and perception of every specific event were recorded. Frequency distributions and regression analyses were created to analyze the proportion of events during the reminiscence period in comparison to the rest of their lives. Across all autobiographies, a greater proportion of life events were reported from the reminiscence bump period (18-32 years of life) than other periods of life. Events from the reminiscence bump period took up 45.52% of the pages in their books when in comparison, the reminiscence bump represents an average of 24% of the length of the authors' lives at the time of publication. The most common pattern recorded in autobiographies examined in this study was that a greater percentage of life events from late adolescence and early adulthood were present than from any other period of life, including a

recency effect. These data provide further replication of the existence of a reminiscence bump effect.

Autumn L. Buckler, Mia S. Purcell, Maggie T. Todd, Angela W. Causey, Katelynn A. LaCombe, & Phoebe M. Dubois

The relationship between negative life events and psychological functioning: The moderating role of attachment and resilience.

Faculty Mentor: Jeff Aspelmeier, Ann Elliott

Poster Presentation

This longitudinal study examines the buffering effect of adult attachment and resilience-related assets in the relationship between negative life events and psychological functioning. The present study tested whether women's attachment and resilience moderates the relationship between negative life events experienced during the semester and psychological functioning. It was expected participants with lower attachment security would exhibit stronger positive associations between negative life events and psychological symptomatology, compared to participants with greater attachment security. It was expected that a similar pattern would be seen in participants with lower levels of resilience-related assets in comparison to higher levels of resilience-related assets. In phase one of the study, 219 female participants completed measures of attachment (Experiences in Close Relationships; Brennan et al., 1998), resilience (Resiliency Scale for Children and Adolescents; Prince-Embry, 2007), and psychological functioning (Symptoms Checklist 90-Revised Derogatis, 1994) within the first five weeks of the semester. In the final four weeks of the semester, 89 women returned and completed measures of life adversity (Negative Life Events Scale for Students; Buri et al., 2015) and psychological symptomatology. Results revealed negative life events, anxious attachment, and emotional reactivity were positively associated with symptomatology in early adulthood. Resilience-related assets and attachment security moderated negative outcomes. Secure attachment, low emotional reactivity, and high maturity moderated the relationship between negative life events and psychological symptomatology.

worker, or boss did not respond, $p < .10$. Additionally, people felt worse when their phone call was not returned by their friend than their co-worker, $p = .021$, but there were no significant differences between other people. There were also significant negative correlations between levels of FOMO and need satisfaction across different communication and people. These findings suggest that people have specific expectations of who they expect to communicate in specific ways and that people higher in FOMO feel worse when their communication is not returned.

Reid W. Clark, Janet C. Wilbur, & Rebecca H. McClung

Pluralistic ignorance surrounding college drinking: Pandemic edition.

Faculty Mentor: Jeff Aspelmeier

Poster Presentation

The proposed study investigates pluralistic ignorance (PI) within college drinking attitudes (DV: reported comfort with drinking attitudes; adapted from Prentice & Miller, 1993) pre-COVID12. People felt worse when their

expected that individuals from rural origins will rate themselves as far less comfortable than others of both the same ethnicity and different ethnicities. This discrepancy is expected to be larger between self-ratings and ratings of other ethnicities (the comfort rating will be extremely high for those of different ethnicities), than that of self-rating and others of the same ethnicity. Participants from urban areas are expected to follow the same general trend, with the exception being that a higher self-rating of comfort (compared to self-ratings made by participants from rural areas) and smaller discrepancies between self-ratings and the rating of others (compared to the discrepancy observed among rural participants) are expected.

Cheyenne M. James & Emily D. Siebach

Self-stigmas impact on college students and the role of racism and sexism in treatment outcomes.

Faculty Mentor: Nick Lee

Poster Presentation

A professional issue in counseling psychology today is the number of college students not accessing mental health services due in part to self-stigma. Research indicates that there is a relationship between an individual's level of self-stigma and their willingness to seek mental health treatment (Clement et al., 2014; Guarneri et al., 2019). Research also indicates that racism and sexism play critical roles in an individual's self-stigma in that people of color are more likely to experience self-

represents personality traits, but there were no significant differences between traditional and ITP Trait scoring methods. Further analyses upon data collection will examine whether ITP effective scoring method presents any benefit above and beyond other methods in the study.

Tarrah Nida & Justin White

Pluralistic ignorance on attitudes of

significantly more negatively than any group ($p > .11$). These findings show the bias that people hold towards unemployed people, unless there is an “excuse” for the unemployment.

Mia S. Purcell, Maggie T. Todd, Autumn L. Buckler, Angela W. Causey, Katelynn A. LaCombe, & Phoebe M. Dubois

The relationship between polyvictimization and substance use: The moderating role of attachment.

Faculty Mentor: Jeff Aspelmeier, Ann Elliott

Poster Presentation

The present study tests whether adult attachment moderates the relationship between

($p > .29$). This suggests that being able to put yourself into others' shoes as well as understanding fictional characters' perspectives is related to viewing PSRs more positively.

Alli M. Schreiner & Alyssa K. Fitzwater

The role of socioeconomic status and skipping class in teen school belonging scores.

Faculty Mentor: Jayne Bucy

Oral Presentation

In the teenage years, one of the biggest responsibilities one has is going to school. Not just getting to school but staying there for the whole day. Extracurricular activities and the relationships one has at school draws students to stay in school. This study looks at the relationship between freshmen socioeconomic status and skipping class, and its impact on level of school belongingness in their senior year. A total of 17,810 high school freshmen following through their senior year were included in this study. The interaction effect between SES, skipping class, and level of school belongingness was not statistically significant. This paper dives further into the relationship between socioeconomic status, skipping class, and school belongingness.

Morgan Shumaker, Hannah Benz, Jeannie Tene, & Ryan Taylor

Overcoming Obstacles: Adaptions to a Study Investigating Essay-Enhanced Learning

Faculty Mentor: Kathleen Arnold

Poster Presentation

Morgan Shumaker, Felix Smith, & Nina Houston

Learning in the time of COVID-19: An online transition to examine strategic learning.

Faculty Mentor: Kathleen Arnold

Poster Presentation

When studying for a big exam, students often have limited time and must determine what information to study and for how long to study it. Students can effectively make such decisions by learning to be st

Battery (MMCB), which measures structure-building ability. We predict a retrieval practice

policies, laws and vision regarding Guyana's health for 2020 based on the Ministry of Health's National Mental Health Action Plan (2015-2020) and the National Suicide Prevention Plan (2015-2020).