



Psychology & Gender Research Symposium

Department of Psychology

11th Annual
Fall 2019

Co-sponsors

The Center for Gender Studies

Office of Undergraduate

Research and Scholarships

Tuesday

November 28th

Heth 049

5:30 - 7:00 pm

Psychology & Gender Research Symposium Fall 2023 Program

Center for Gender Studies presentations

Poster Presentations 5:30-7:00 – Heth 043

- Daniel Caffery, Brooklynn L. Mulholland, Lauren E. Prata,
& Jack T. Wilkens

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Faculty Mentor: Young-Kook Moon

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- Brittle Williams, MaKayla Dulaney, Zachary Lewis, Jessica Handy, Julianna Crawford

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Faculty Mentor: Jeff Aspelmeier

Abstracts

(Listed alphabetically by first author)

Center for Gender Studies presentations

Daniel Caffery, Brooklynn L. Mulholland, Lauren E. Prata, & Jack T. Wilkens
Investigating the influence of technology-based testing on t

(MSPSS) measures perceived social support (Zimet, 1988), the Social Convoy Model assesses the number of individuals within their social support networks (Kahn & Antonucci, 1980), and the Perceived Stress Scale (PSS; Cohen, 1983) assesses perceived stress within their environment. Additionally, Physical Health Questionnaire (PHQ) assesses somatic symptoms, such as sleep disturbances, headaches, gastrointestinal problems, and respiratory infections (Schat et al., 2005). Heart rate variability (HRV) determines physical and psychological changes that assess individuals' psychological arousal or relaxation (Bertsch et al., 2012; Natarajan et al., 2020; Kvasdheim et al., 2022; Tarkiainen et al., 2005; Thayer et al., 2012; Thayer et al., 2008). Thus, HRV is measured using the Garmin Vivosmart 5 to collect the hearts' beat-to-beat intervals for every second for about 7 days. This study is unique in that it involves (a) modern devices measuring physical and psychological changes and (b) evaluating a potential shift in perceptions and impact of social support within emerging adults. Future implications of this research involve improving the overall quality of social support in emerging adults when transitioning in an academic environment.

Justin Jones, Shad Hannabass, Haley Brown, Alyssa Estell, & Liah Strouth
Spontaneous withdrawal from CP55,940 transiently decreases motivation for food in Long-Evans rats

Faculty Mentor: Matt Eckard

Poster Presentation

Behavioral changes induced by spontaneous cannabinoid withdrawal have been historically difficult to demonstrate. This is likely due to both the slow elimination of cannabinoids during abstinence and the relatively mild nature of the withdrawal syndrome. Operant-conditioning tasks represent a sensitive and powerful approach to detect behavioral disruption during spontaneous withdrawal. Here, we use an exponentially incrementing PR schedule to model possible motivational deficits during spontaneous withdrawal. Adult male and female Long-Evans rats were trained in operant-conditioning chambers to respond on a PR schedule. During each session, the ratio requirement incremented exponentially following each reinforcer generating the following progression: 1, 2, 4, 6, 9, 12, 15, 20, 25, 32, 40, 50, 62, etc. Following

Drake S. Khazal, Nicholas Ippolito, Mackenzie Brownrigg, Caleb Kundert, Michael Heller, Michael Josephson, Clarke Lerner, Elle Dela Rosa, Olivia Smith, & Sydney Mundkowsky
Identifying support gaps: A study of stress levels, work-life balance and on-campus resource usage of the student body at Radford University

Faculty Mentor: Teresa Ristow

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Hayley Snow

Why are females with autism going undiagnosed?

Faculty Mentor: Jennifer Mabry

Poster Presentation

may help students by clarifying concepts, summarizing readings, providing extra practice or in other ways. However, AI can generate incorrect answers and fake sources. Given these

were investigated as potential alternative explanations for discrepancies between self and other ratings. Participants completed an online survey where they reported their own ASE, estimated peers' ASE, and completed a social desirability and self-esteem measures. Mixed-model ANOVAs tested whether social desirability moderated the effects of target of rating on both general ASE and course specific ASE. Both analyses show significant main effects for target of rating and social desirability. Self-ratings of general and course specific ASE were significantly higher than other-ratings, consistent with PI. Participants with higher social desirability reported significantly higher ASE for themselves and for others. Neither case showed significant interaction, eliminating social desirability as an alternative explanation. Additional analyses showed significant main effects self-esteem. Participants with higher self-esteem reported higher ASE for self and for other. Also, the interaction between target of rating and self-esteem for general ASE was significant. PI was observed in both self-esteem groups but was strongest among participants with high self-esteem. Participants with high self-esteem rated peers' ASE significantly higher than low self-esteem participants, reflecting a pattern of attitude assimilation. Findings provide preliminary evidence that PI occurs within academic attitudes.