

Volume 11, issue 1, 2016

Southeastern Journal of Psychology

PROGRAM SCHEDULE

Eleventh Annual Meeting

Georgia Psychological Society

Morehouse College

Atlanta, Georgia

Welcome to the

Georgia Psychological Society



Your conference registration provides a one year membership to the Georgia Psychological Society. The GPS was founded on the great need for professional communication and sharing among college faculty, professionals, and students of our region. Collaboration, communication, and mentorship are important to our mission to share Psychology with both members and non-members. As part of this mission, these proceedings and all articles published by the Georgia Psychological Society are freely available electronically in our Southeastern Journal of Psychology.

Conference and Membership Registration Rates for 2016:

- ◆ Regular member (Ph.D., Psy.D., Ed.D.) \$40.00*
- ◆ Professional member (M.A., M.S., Ed.S.) \$40.00*
- ◆ Students (graduate or undergraduate) \$30.00*

For more information, go to <http://www.gapsychologicalsociety.org>

* Conference and membership rates are discounted \$5.00 for early bird registration.

SOUTHEASTERN JOURNAL OF PSYCHOLOGY

A publication of the Georgia Psychological Society

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Coordinator.....Charles R. Talor, PhD, *Department of Psychology,*
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Current terms

* 2014-2016

**2015-2017

***2016-2018

REGISTRATION

Registrations will be taken in the main lobby of the Massey Conference Center, Morehouse College from 8:00 am to 10:30 am Saturday, April 16, 2016. Conference registrations include 2016 membership in the Georgia Psychological Society for \$40.00* for faculty (doctoral level) and professionals (master's level), and \$30.00* for students (undergraduate and graduate levels).

* Early registration is discounted to \$35.00 for faculty and professionals, and \$25.00 for students.

GENERAL INFORMATION

A campus map showing the Massey Conference Center and parking areas are shown on page iv. Driving directions and map to Morehouse College are also shown on page iv. Lunch is provided with conference registration. Lunch will be served in Massey Conference Center at 12:05 pm to 1:15 pm in rooms D and E. Registration nametags are required for lunch and participation in the conference.

INTEREST GROUPS

The Georgia Psychological Society sponsors Special Interest Groups to facilitate member discussion and collaboration. The interest groups and their missions are:

- (A) **Psi Chi and Honors Societies.** The Psi Chi and Honors group is intended to facilitate interactions among faculty and students throughout the year, including planning for the annual conference, making connections, and collaborations on projects. Main highlight of the interest group's activities is the annual conference and the Psi Chi Poster Session and Psi Chi sponsored talks. Interest group lead is Heather Kelley, hkelley@valdosta.edu
- (B) **Teaching of Psychology.** The Teaching of Psychology group is for those who teach undergraduate and graduate-level courses in psychology. Interest area topics include teaching techniques, research on student outcomes, and teaching learning strategies. Interest group lead is currently open.
- (C) **Identity and Career Development.** The Identity and Career Development group is interested in career interest choices of young adults, including declaring a major in college and recreational interests such as fandom in sports. Interest group lead is Charles Talor, crtalor@valdosta.edu
- (D) **Informal groups.** The Georgia Psychological Society encourages members to form collaborations in research, teaching and service. When a group develops enough interest, it can form a formal interest group. Currently, interest groups need a chairperson plus 5 members to form.

ACKNOWLEDGEMENTS

The Georgia Psychological Society is pleased to acknowledge the following universities, colleges and members in their support for our organization and our 11th annual meeting.

1. Department of Psychology, Morehouse College, the 2016 GPS meeting host.
2. Department of Psychology, Georgia Institute of Technology
3. Department of Psychology, Counseling, and Family Therapy, Valdosta State University
4. Daniel Webster, PhD, reviewer, Department of Psychology, Georgia Southern University
5. Kristina Dandy, PhD, reviewer, Department of Psychology, South Georgia College
6. Blaine Browne, PhD, reviewer, Department of Psychology, Counseling and Family Therapy, Valdosta State University
7. Kimberly Mannahan, PhD, reviewer, Department of Psychology, College of Coastal Georgia
8. Heather Kelley, PhD, reviewer, Department of Psychology, Counseling, and Family Therapy, Valdosta State University
9. Jeremy Tost, PhD, reviewer, Department of Psychology, Counseling and Family Therapy, Valdosta State University
10. And 4 anonymous reviewers

Thank you.

Campus of Morehouse College, Atlanta



The 2016 Georgia Psychological Society Conference will be held in the Shirley A. Massey Executive Conference Center on the campus of Morehouse College, and the Keynote Speech will be given in the Bank of America Auditorium in the Walter E. Massey Leadership Center. The conference center is located near the B. T. Harvey Stadium directly on Wellborn Street near the corner to West End Avenue. There is adjacent parking near the conference center for temporary loading and unloading of materials and for those with special requirements. Signs and volunteers will provide directions to long-term parking for conference attendees.



Morehouse College is located about 3 miles from downtown Atlanta, bordered by Clark Atlanta University and Spelman College. Interstate 20 (I-20, Ralph David Abernathy Freeway) runs just south of the main campus near exit 55.

11th annual meeting of the Georgia Psychological Society

Saturday, April 16, 2016

Morehouse College, Atlanta, Georgia

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Proceedings of the Eleventh Annual Meeting of the Georgia Psychological Society April 16, 2016

Onsite Registration

8:00 am—9:30 am

Shirley A. Massey Conference Center

Main Lobby

*Complimentary coffee and donuts to
9:30 am*

General Poster Session

8:30 — 9:30 am

Massey Conference Center
Rooms B and C

Setup begins at 8:00 am

English, J., *Georgia State University*. A Digital Literacy Initiative in Honors: Perceptions of Students and Instructors on the Impact on Learning and Pedagogy

This study explores perceptions of students and instructors on the impact of a digital literacy initiative (DLI) on learning and teaching in an honors college at an urban research university in the Southeast. Digital literacy development is challenging in higher education, particularly in honors programs and colleges where Socratic pedagogy is often preferred over technology integration. Survey questions investigated students' cognitive abilities to leverage digital competencies to solve complex issues and instructor's role in facilitating this process. Overall, data shows favorable responses and provides important information for others interested in creating a DLI at their institution.

Wilson, C., Wood, A., & Mannahan, K. *College of Coastal Georgia*, College Students' Perceptions of Electronic vs Traditional Cigarette Smokers.

The current experiment assessed whether college students' perceptions of people who smoke traditional cigarettes differ from their perceptions of people who smoke electronic cigarettes. We are also investigating whether the gender of the smoker impacts those perceptions. Participants were asked to read a scenario describing an encounter with an individual at a park who is smoking. The two independent variables manipulated in the scenarios were: 1) Mode of smoking (electronic cigarette/traditional cigarette) and 2) Gender of smoker (female/male). After reading the scenario, participants rated their perceptions of the individual described in the scenario. Perceptions toward smoking traditional cigarettes compared to electronic cigarettes are discussed.

Talor, C. R., & Teusch, L. *Valdosta State University*, Comparisons of self-reported drug use by college students: Independents versus Greeks

Self-reported use of tobacco, alcohol, and marijuana was assessed in 305 Independent and Greek college students from a medium sized university in the southeastern U.S. For tobacco, men reported more use than women and Greeks smoked more often than Independents. For alcohol, Greeks reported more drinking than Independents, while for marijuana men reported more use than women. There were no interactions between Greek status and gender for use of tobacco, alcohol, or marijuana. Results are consistent with the view that socialization practices (Asel, Seifert & Pascarella, 2009; Kuh & Arnold, 1993) influence use of tobacco, alcohol and marijuana.

Highsmith, J., Castleman, K., & Talor, C. R., *Valdosta State University*. Content analysis and classification of text message interchanges

The present study classified the main themes of text messages to analyze emotional content conveyed in texts. College students ($N = 118$) from a medium sized university in the southeastern U.S. provided data on 266 unique text messages. Raw survey answers were reviewed and theme categories were created. The initial classification showed approximately a 90% agreement between raters. The themes were: 1) Money, 2) Schedul-

ing, 3) Socializing, 4) Shopping, 5) Work, 6) Religion, 7) Management of college life, 8) Career goals, 9) Relationship problems, 10) Relationships affirmations, 11) Health and safety, and 12) Activities of Daily Living.

Nose, E., Amos, H., & Mannahan, K. K., *College of Coastal Georgia*. Time Urgency and Others Behavior on a College Campus

The current study examined motivations for taking shortcuts across the grass when nearby sidewalks were available. Participants from a small Southeastern U.S. college rated scenarios imagining themselves crossing campus just after leaving a class and walking to one's car on the other side of campus. The two independent variables manipulated in the scenarios were: 1) Being in a hurry (hurry/no hurry) and 2) Behavior of others (others cutting across grass/others not cutting across the grass and walking on the sidewalk instead). Preliminary results indicated those in the "hurry" condition were more likely to cut across the grass regardless of the behavior of others.

Armstrong, S., Haberland, N., Lee, Alyssa, & Mannahan, K. *College of Coastal Georgia*. Having it all: Perceptions of Work-Life Balance

The current generation of college students are frequently exposed to new ways of looking at gender and the corresponding life roles. The current study investigated the perceptions of work-life balance among college students, especially towards gender roles. Participants from a small Southeastern college responded to questions concerning family involving experimental conditions of: 1) Lead Parent Role (mother/father/both parents), and 2) SES (Socioeconomic Status) (high/low). Dependent measures assessed perceptions of the family's happiness, success, financial stability, and the extent to which the children's emotional and physical needs were met.

Arrastia, M. C., *Valdosta State University*, Roehrig, A. D., *Florida State University*, Kelley, H. M., *Valdosta State University*, Osborne, P. A. *Florida State University*. The Relationship between Years of Experience and Teacher Self-Efficacy among U.S. K-12 Teachers

In theory, teaching experiences contribute to higher reported rates of self-efficacy over time. The purpose of this study was to investigate the relationship between teaching experience and teacher self-efficacy. A national sample of 815 teachers responded to the 12-item Ohio State Teacher Efficacy measure online. The number of years taught ranged from one to 45 years with an average of 15. A significantly positive relation-

ship was found between years of experience and the classroom management and instructional strategies subscales of the measure, but not the student engagement subscale. Implications and directions for future research are explored in this presentation.

Smith, M., *Morehouse College*. The Effects of Controllability of Social Stressors in Syrian Hamsters

This study examined whether controllability of hamsters' social defeat experiences affected conditioned defeat related behaviors. In order to examine controllability, hamsters were exposed to two different defeat paradigms, one in which they were able to escape and one where escape was not possible. The hamsters were exposed to a caged resident aggressor hamster 24 hours later and then tested for conditioned defeat behaviors. An independent t-test indicated that the escapable group showed higher duration of social contact with the caged resident aggressor compared to the inescapable group while the inescapable group displayed significantly more avoidance behavior toward the resident aggressor.

Betul, K., Misiura, M., Turner, J., & Paulsen, J. *Georgia State University*. Cognitive Performance and Apathy in Prodromal Huntington's Disease

In this study, we investigated the extent apathy was related to early motor and cognitive changes in individuals in the prodromal stage of Huntington's disease. Data were obtained from the PREDICT-HD study (J Paulsen et al., 2010) which examined factors contributing to disease onset. Participants were individuals with more than 36 CAG repeats (range 39-50 repeats). Results showed apathy was significantly related to language and memory ($B = -0.119$, $p < 0.05$) and cognitive function cluster scores ($B = -0.087$, $p < 0.05$). This suggests that apathy may be an important variable to consider in future cognitive studies with this population. In future studies, we would like to explore neuro-circuitry processes related to apathy in prodromal populations.

Burnet, D. H., Copello, M. T., Turner, J. A., & Turner, M. D., *Georgia State University*. Frontal alpha EEG asymmetry collected using a low-cost mobile EEG system

Frontal alpha asymmetry is the difference in the alpha band power over the homologous frontal regions of each brain hemisphere. This study determines the usefulness of the Emotiv EPOC+ system in collecting frontal alpha asymmetry measures. Our

primary goal is to show resting asymmetry measurements comparable with prior research and also the reliability of these measurements. Initial results indicated measures in keeping with published results by Peterson and Harmon-Jones (2009). Data will be presented showing the repeatability of frontal alpha asymmetry over multiple sessions and subjects. We also consider the day to day variability in both the subject-level measures

Edwards, M., *Morehouse College*, The Possible Role of Exercise as a Resilience Factor to Social Defeat Stress in Syrian Hamsters

The current study examined whether voluntary exercise would increase resilience on socially defeated hamsters. Male Syrian hamsters were divided into exercise ($N=13$) and no exercise ($N=12$) groups. The exercise group had access to a running wheel for 2 weeks, while the no-exercise did not. After 2 weeks individuals experienced a social defeat event lasting 3 minutes with a caged dominant aggressive hamster. Twenty-four hours after defeat, hamsters were given a second defeat event. Results showed that there was no significant difference in duration of any behavior, such as withdrawal or approach, for either group after defeat. Discussion will include limitations of exercise and defeat experiences on resilience.

Escochea, C., & Aikman, S., *University of North Georgia*. The role of hunger on mate selection

Swami & Tovee (2006) suggested that the physiological state of hunger impacts potential mate selection. This research primarily examined hunger's impact on mate selection as it related to traits of desirability of potential mates. Eighty-two males and 114 females (196) self-reported the importance of various mate traits; including interpersonal, relationship-external and demographic qualities. Participants then preceded to self-assess his or her own demographic, physiological state, mood, and self-esteem. Regression analyses illustrated fullness ratings predicted interpersonal characteristics and family qualities of mates' rankings. A positive affect was found to be more predictive for males than females for interpersonal, relationship-external, and demographic qualities.

Talor, C. R., Wade, D. L., & Kennedy, J. *Valdosta State University*. Emotionality of texting exchanges and attachment concepts of anxiety and avoidance

The present study examined attachment concepts of anxiety and avoidance of college students toward sig-

nificant others (Fraley, Heffernan, Vicary, & Brumbaugh, 2011) and emotionality of their most recent text message exchanges. Participants were 103 young adults attending a medium size university in the southeast US. Avoidance-attachment (Fraley, Waller & Brennan, 2000) scores negatively related to emotionality of the texting exchanges, $r(101) = -0.32$, $p = .001$, while Attachment-Anxiety scores were not related to emotionality of the text message. Further analyses of the emotionality of texting exchanges will be reported as a function the recipient of the text messages.

Talor, C. R., Pickett, R. L., Highsmith, J., & Price, J., *Valdosta State University*. Voluntary segregation on a college campus

Over 50 years ago, Campbell, Kruskal, & Wallace (1966) found segregated self-sorted classroom seating patterns by college students on integrated campuses for both race and gender. These seating arrangements form non-random spatial patterns attributed to social boundaries (Freeman, 1978). In the present study, trained observers mapped the seating arrangements of 171 adults in a campus food court and 790 adults walking on the campus pedestrian mall. Consistent non-random patterns of race and gender differences were observed for both seating arrangements and walking.

Persichetti, E., Ahmadi, A., Hare, S., & Turner, J., *Georgia State University*. Seed to voxel connectivity in relation to hallucinations in schizophrenia

Using a seed-to-voxel resting-state functional connectivity analysis of 12 regions-of-interest, our study aims to improve our understanding of hallucinations in schizophrenia. By examining voxelwise differences in resting-state functional connectivity across four subgroups (healthy controls, schizophrenia patients who experience auditory (but not visual) hallucinations, patients with both auditory and visual hallucinations, and those that do not experience either type of hallucination), we identify novel patterns of aberrant functional connectivity associated with hallucinations impacting different sensory modalities.

Gutierrez, T., *Morehouse College*, Object Narratives: An inquiry into the Meaning of Personal Objects and the Relation to Self-Esteem and Ego Identity

The present study explored the relationship between ones narratives regarding significant material objects and self-esteem and ego identity. Data were collected

via online survey instrument, and participants submitted narratives related to their personal objects. Use of emotion words in narratives were positively related to self-esteem. A trend toward significance in self-esteem scores depending on whether a participant related an object's significance back to self, family, or others.

Rolle, P., Pollard, S., & Lesane, H., *Morehouse College*. Particulate matter 2.5 (PM_{2.5}) as a confounding factor in emergency room asthma exacerbation

This study examined asthma exacerbation (asthma attacks) in individuals 17 years of age and younger. Associations between fine particulate matter, hospital emergency room visits, and discharges were evaluated in five Georgia counties for this study. Particulate Matter 2.5 (PM_{2.5}) concentrations, emergency room visits and discharge data were collected from the Environmental Protection Agency's Air Quality Systems Data Mart for the counties of Bibb, Chatham, Cobb, Fulton, and Richmond. There was little to no association between PM_{2.5} concentrations and asthma rates. We think that the lack of association may reflect insufficient data about asthma, therefore, further research is necessary and future directions are discussed.

Martinez, D., & Pittman, N., *Georgia Institute of Technology*, Individual Differences in Sign Learning Among Hearing Individuals.

The amazing capacity for human language learning is well known and continues to receive attention from scientists, organizations, and other individuals. Unfortunately, the bulk of this attention has been directed towards spoken languages. As a result, there exists a paucity of research on the cognitive processes involved in second language acquisition of a signed language. To that end, the present (and ongoing) study assessed 65 hearing individuals on six tasks measuring visual, spatial, and human movement-based short-term memory as well as a paired-associate word-learning task consisting of 24 pseudo-signs and English word-pairs. A hierarchical regression analysis with the paired-associate task as the outcome variable was conducted. Both movement- and visual-STM make significant and independent contributions to model fit, however, spatial ability does not. These preliminary results will be discussed within the context of language aptitude research.

Richman, H., & Hrezo, M., *Columbus State University*. The Trouble with Test Banks II

We compared the psychometrics of quiz questions randomly selected from a test bank with the psychometrics of quiz questions the instructor had selected from the bank for quality and modified (if necessary). On multiple psychometric indices, the instructor selected/modified questions were superior to questions randomly selected from the test bank. Most notably, when compared with instructor written/modified questions, randomly selected bank questions were nearly 6.5 times more likely to contain a distractor that drew more responses than the correct answer. Details and implications are discussed.

Junior, C., *Morehouse College*, Sussman, B., & Cao, F., *Michigan State University*. Phonological Awareness and Rapid Naming Effects on Language Acquisition Brain Activity.

Phonological awareness (PA) and Rapid automatic naming (RAN) were examined to see their ability predict brain activation and if either skill shows bias toward one particular language. It was hypothesized that PA is associated with the brain activity during the both Chinese and Spanish tasks and RAN is associated with the Spanish language tasks. Eight subjects aged 18-24 were pre-assessed and then underwent a 10-day training where they were taught 144 words (72 Chinese, 72 Spanish). After the training, the subjects performed sound and meaning judgment tasks on the learned words in each language during the fMRI. An association was found between PA and the Chinese Meaning task. No association was found between PA and Chinese sound or either of the Spanish tasks. Only the Spanish tasks had an association with RAN. It is found that PA is transferable to the Chinese language, and RAN to the Spanish language.

Talwar, A. & Greenberg, D., *Georgia State University*. Memory and Reading Comprehension in Struggling Adult Readers.

This study examined the relationship between reading comprehension (RC) and two types of memory: short-term memory (STM) and working memory (WM) among adults who struggle with reading. Memory researchers have posited that STM involves temporary storage only, whereas WM involves both temporary storage and processing. Hierarchical regression models examined the contributions of STM

and WM to RC after controlling for age and four reading component skills: word reading, pseudoword decoding, fluency, and oral vocabulary. These analyses revealed that STM explained unique variance in RC regardless of whether WM was included in the model, but WM only explained unique variance in RC when STM was not included in the model. Thus, STM emerged as a stronger predictor than WM of RC for these struggling adult readers, even after taking other related variables such as age and reading component skills into account.

GPA. Overall, future research should focus on uncovering the cognitive mechanisms that relate test anxiety and emotional dysregulation.

Salter, A. & Renken, M., *Georgia State University*. Evaluating the effects of case based learning on high school students' scientific arguments

Argument-driven Inquiry (ADI) in the classroom is believed to affect student engagement in authentic scientific practices consistent with newly adopted Common Core Standards and Next Generation Science Standards. Simultaneously, Case-based learning (CBL) in the high school classroom can impact student argumentation skills (Chowning et al., 2012). There is a limited amount of academic research on the relationship between case-based learning and the use of evidence as source of knowledge in high school students' written arguments. This study evaluated the effects of CBL on the written arguments of 150 ninth-grade students. Students were randomly assigned to the CBL or direct instruction (DI) groups and given a pretest to assess their ability to identify a valid scientific argument (e.g., recognizing when scientific evidence supports a hypothesis) while students in the CBL group engaged in a case study. Following instruction, mixed methods were used to assess argumentation skills.

Wiegand, K. E., *Georgia Institute of Technology* & Crowe-Taylor, M. A., *University of Georgia*, Development of Leadership in Childhood: Literature Review & Recommendations

Despite the treatment of leadership as an adult phenomenon, leadership development begins in childhood. In this presentation, we survey the existing literature on leadership development at young ages, reviewing research designs and major models of leadership development over the lifespan. These models include related, yet distinct, factors such as genetics, parenting style, and self-confidence. Although leadership development models incorporate much of the empirical research in terms of constructs, explanatory processes are somewhat lacking. We attempt to bridge this gap by integrating explanatory theory and offer future directions for research. We will address issues of measurement of leadership in youth, environments in which leadership can be studied, and potential research designs.

Transition

9:30-9:40 am

Paper Session 1: Children and Development Bank of America Auditorium

9:40 - 10:25 am

Hartman, S., Wasieleski, D., & Whatley, M., *Valdosta State University*. Just Breathe: The Effects of Emotional Dysregulation and Test Anxiety on GPA

College is considered to be one of the most evaluative and stressful times during a student's academic career. A student's inability to regulate emotions may be correlated with an increased level of test anxiety. Previous research has indicated significant relationships between emotional dysregulation and generalized anxiety disorders (e.g., Mennin, Heimberg, Turk, & Fresco, 2005). Few, if any, previous studies have looked at how emotional dysregulation affects academic performance or test anxiety. The present study used the Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004), the Cognitive Test Anxiety Scale (Cassady & Johnson, 2002), and self-reported Grade Point Average (GPA) to determine the relationship between emotional dysregulation, test anxiety, and the effects on academic performance. As predicted, the present study found that emotional dysregulation was predictive of cognitive test anxiety scores. Contrary to prediction, test anxiety was not related to GPA. However, one subscale of the DERS, Strategies, was inversely related to

Transition

10:25 – 10:35 am

Christopher Stanzione

Keynote Address

The Role of Language in Cognitive Development: What Deaf Children Tell Us

Bank of America Auditorium

10:35 – 11:10 am

Christopher Stanzione, *Georgia Institute of Technology*.
The Role of Language in Cognitive Development:
What Deaf Children Tell Us

Deaf children provide a unique picture into learning about social cognition because of their diverse language learning environments. Five percent of Deaf children are born to Deaf parents (DoD). These children are born into rich linguistic environments where they are learning American Sign Language (ASL) from native users. However, 95% of Deaf children are born to hearing parents (DoH). These environments are more linguistically restrictive with non-native ASL users. Further, some parents may choose to provide a type of aided hearing technology at various ages, giving these children access to sound at very different critical points during this sensitive period for learning language. This talk will focus on two areas of social cognition: creativity and theory of mind (ToM), and how these unique language learning experiences directly impact a child's ability to be creative and develop a mature ToM.

Representative Publications

Stanzione, C. M. & Schick, B. (2014). Environmental language factors in theory of mind development: Evidence from children who are deaf/hard-of-hearing or who have specific language impairment. *Topics in Language Disorders*, 34, 296-312.

Stanzione, C. M., Perez, S. M., & Lederberg, A. R. (2013). Assessing aspects of creativity in deaf and hearing high school students. *Journal of Deaf Studies and Deaf Education*, 18(2), 228-241.

Transition

11:10 – 11:20 am

Workshops 1 & 2

11:20 am – 12:05 pm

- ◆ Google Trends, Room A
- ◆ Psi Chi Student Panel, Room F

Tost, J., *Valdosta State University*. Google Trends, Correlate, and Autofill: Use and application of big data

Room A

The purpose of the workshop is to introduce attendees to readily available sources of big data and to highlight how these big data sources can be utilized across applications ranging from academic research to classroom learning to business forecasting. The term big data speaks to data sets that are so large that traditional data processing tools break down. Big data has been described along with what are called the “three V’s” – high volume, high-velocity, and high variety information (Gartner, 2001). While big data is highly accessible, such data sources can be overwhelming. Attendees will be provided with basic descriptions of several big data sources (Google Trends, Google Correlate, Google Ngram Viewer, and Google autofill) as well as presented with step-by-step instruction that will enable them to access and interpret obtained data. The workshop can be broken down into three phases. Phase one will introduce the various big data sources, educating the attendees on how to access, employ, and interpret findings. Phase two will task the attendees with employing the big data sources. Specifically, attendees will be asked to access the various websites and obtain / interpret findings. Phase three will allow attendees to discuss their findings and discuss potential interpretations of collective findings.

Hatch, H., *Valdosta State University*, Masci, S., *Valdosta State University*, Smith, C. *Georgia Institute of Technology*, Walker, P., *Morehouse College*, & Zeigler, K., *Georgia Institute of Technology* (in alphabetical order), *PSI CHI PANEL on research collaborations with faculty*. Kelley, H. M., *Valdosta State University*, *faculty moderator*.

Room F

Graduate and undergraduate students share their perspective on research collaborations with faculty in this workshop. This workshop is designed to complement the early afternoon workshop on *Getting into graduate school: Preparation guidelines for undergraduate students considering graduate school*. This session is intended for undergraduate students considering graduate school or any student interested in becoming involved in research projects. The student panel will discuss common questions pertaining to involvement with research and will share advice from their own personal experiences with research.

dedicated to identifying variables that may contribute to and predict Academic Entitlement. This study examined participants on five personality traits (i.e., Openness, Conscientiousness, Agreeableness, Neuroticism, Extraversion) as measured by the Big Five Inventory (BFI). BFI Dimension scores and Overt and Covert Narcissism scores were used to evaluate the potential predictive relationship those scales had on Academic Entitlement. A convenience sampling method was used. The participants for this study consisted of 208 undergraduate students a regional university in Georgia. The results of this study identified four predictors of Academic Entitlement: Conscientiousness, Agreeableness, Neuroticism, and Covert Narcissism. Academic Entitlement was negatively correlated with Conscientiousness, Agreeableness and Neuroticism. Males reported significantly higher levels of Academic Entitlement. Big Five Personality dimensions were significantly correlated with Overt Narcissism scores. Results from this study indicate a clear relationship between personality and levels of Academic Entitlement. Additional findings and implications are discussed.

Catered Lunch

12:05 – 1:15 pm

Rooms D and E

Hatch, H., *Valdosta State University*. *Moral Decision Making: The Influence of Scientific and Religious Perspectives*

The current study examined the influence of scientific and religious perspectives on attitudes toward four controversial issues: abortion, evolution, homosexuality, and physician assisted suicide. The purpose of the current research was to understand what drives individuals when making decisions, particularly along a moral dimension as related to the above four issues. It was hypothesized that religion would play a greater role than science in influencing attitudes toward abortion, evolution, homosexuality, and physician-assisted suicide. As predicted, for each topic, religion accounted for greater variance than science.

PSI CHI POSTER SESSION

1:15 – 1:45 pm

Rooms B and C

Brown, C., Breneiser, J. E., Branscome, J., & Wasieleski, D., *Valdosta State University*. *Examining the Relationship Between Personality, Narcissism Types, and Academic Entitlement*

This study identified four predictors of Academic Entitlement, a construct that has been researched, defined, and measured in a variety of ways. However, most previous research of Academic Entitlement has focused on accurate and reliable assessment of the concept. Due to the difficulty in defining Academic Entitlement, there has been a lack of research

Quyyum, N., *Georgia State University*. *Gender influence on cognition and structure in people with schizophrenia*

Previous literature has explored sex differences to explain differences in cognition and behavior. If there are sex differences in the brain, how would these differences alter our perception of treatment and diagnosis in a clinical population, such as people with schizophrenia? In our study, we wanted to find out whether there is an effect of sex on cortical thick-

ness (CT) in the parietal lobule and cognitive measures of verbal memory, verbal learning, attention, spatial reasoning, and working memory in healthy controls (HC) and people with schizophrenia (SZ). We also explored relationships between cognition and parietal lobule CT. RESULTS: There is no effect of sex on cognition and parietal lobule CT, but we found differences in correlations between CT and cognition in each sex and diagnosis group. DISCUSSION: Further research is necessary to discover whether clinicians need to consider gender in the treatment of people with schizophrenia.

Rickles, B., Moore, S., & Frishkoff, G., *Georgia State University*. The N250 ERP correlated with phoneme, but not letter length during visual word recognition.

The N250 has been associated with recognition of faces and words presented in both auditory and visual modalities. To examine the lexicality of the N250 response, 47 participants were shown 130 words during a lexical decision task while EEG responses were measured. Subsequent analysis uncovered a correlation between a negative peak 250 ms after stimulus (N250) and the length of the phoneme. No other correlations were observed. In the study of the formation of letter-sound correspondences during the development of reading expertise, the correlation between phonemes and this visual response is informative, since visual form is arbitrarily assigned to phonemes.

Perkins, H., Vaughn, S., & Singleton, J., *Georgia Institute of Technology*. Patterns of responsive gaze behavior: An investigation of infants exposed to sign language.

A study by Singleton & Brooks (2015) suggested that infants exposed to a signed language appear to show earlier self-regulation of gaze-following behavior. We examined the dataset from Singleton & Brooks (2015) consisting of 12 infants (ages 8-16 months; 50% female), all previously exposed to American Sign Language (ASL). The experimental protocol from Singleton & Brooks (2015) featured four target trials designed to elicit infant gaze shifting. We used Mundy's paradigm of joint attention to identify episodes of Responding to Joint Attention (RJA) (Mundy et al., 2007) during intertrial toy play.

For two of the three toys investigated, the older group of infants had a quicker response time (0.83 sec squirrels, 0.98 sec ducks), compared to the younger infants (0.97 sec, 1.36 sec, respectively). These preliminary findings show a developmental trend suggesting that

older infants have learned to visually respond more quickly to a signing adult's bid for communication.

Valdez, G., Galvis, J., Smith, G., & Conway, C. *Georgia State University*. Investigating the neurocognitive changes to structured sequence processing following computerized training

Structured sequence processing (SSP) refers to the neurocognitive mechanisms used to learn sequential patterns in the environment. SSP is crucial for the learning motor and social cognitive abilities and is especially essential for knowledge and use of language. Disturbances to SSP may even play a role in the development of certain language and communication disorders. Recent research suggests that it may be possible to improve SSP with computerized cognitive training techniques. However, the neural mechanisms underlying the effects of such training are not well understood. Therefore, this study explored cognitive and neural consequences of SSP training. Typically-developing adults (N=24) were quasi-randomly assigned to computerized SSP training, active control, or passive control. SSP training involved a visual-spatial sequence reproduction task with underlying statistical patterns in the sequences. Event-related potentials (ERPs) recorded neural changes to SSP after 10 days of training, indicating training modulated the P3a component in frontal regions. Changes in behavioral performance following training showed an improvement in reproduction accuracy of the visual sequences [$t(1,10)=4.87, p=.001$]. The effects of training may possibly be mediated by changes to attention or working memory. Overall, these findings shed light on the potential mechanisms involved in improving language processing in typical and atypical development.

Nguyen, T., Fareed, S., Campbell, J., Thompson, K., & Merlo, K., *Georgia Institute of Technology*, Priming of Affective Perception on Social Networking Sites

From automatic social behavior based on communicated stereotypes to simply liking an interviewer more by holding a warm beverage, priming is a pervasive part of living. Through social media individuals are exposed to an influx of information including likes, shares, and comments that can act as potential primers. To understand whether Facebook comments alter a person's perception of affective states, in our study participants were exposed to either pleasant, unpleasant, or no comments to an uploaded photo on a simulated Facebook newsfeed and rated the mood

of the people in the images according to valence and arousal. Subjects in a photo with unpleasant comments were perceived as more negatively valenced ($M = -0.2$) than subjects in a picture paired with no comments, $t(37) = 8.28, p < .001, M = 1.6$, or positive comments, $t(37) = 3.79, p < .001, M = 0.3$, suggesting that social media can alter the perception of affective states.

and inform students about strategies for success and avoiding common pitfalls in graduate school applications. Information regarding the Graduate Record Examination (GRE) will wrap up our presentation.

Transition

1:45 – 1:55 pm

Workshops 3 & 4

1:55 pm – 2:25 pm

- ◆ Analyzing Video Based Data, Room A
- ◆ Getting into Graduate School, Room F

Vaughn, S., *Georgia Institute of Technology*. Introduction to a Tool for Analyzing Video Based Behavioral Data

Room A

This workshop will familiarize the audience with the ELAN research tool for multimedia annotation. ELAN is a free, opensource software used to import audio and/or video clips and create annotations of language and behavior within multimedia files. This workshop will focus on behavioral coding and will feature examples of how ELAN is used to annotate infant and experimenter behavior within an ongoing infant eye gaze and communicative behavior project. Attendees will learn where to download ELAN and see how to apply some of the tool's features for behavioral annotation.

Rodefer, J. s., & Kelley, H. M., *Valdosta State University*. Guide to getting into graduate school

Room F

This workshop and presentation will introduce students to how to search for and select appropriate graduate school programs in psychology. Then we will guide students in understanding the application process and critical factors used in evaluating applicants,

Transition

2:25 – 2:35 pm

Paper Session 2:

Applied Topics in Psychology

Bank of America Auditorium

2:35 - 3:15 pm

Vaughn, S., & Singleton, J., *Georgia Institute of Technology*. Infant Gaze following: Evaluation of Experimental Consistency of Intertrial Toy Play

PSI CHI PRESENTATION

Infants exposed to a signed language appear to show earlier self-regulation of gaze-following behavior (Singleton & Brooks, 2015). The experimental protocol in this data set involved trials designed to elicit gaze following behavior in sign-exposed infants ages 8 -16 months, as well as intertrial toy play between the dyad. We used the ELAN software tool for video data annotation to facilitate the investigation of the consistency of the experimenter's behaviors (toy choice, duration of play episode, and amount of communication extended to infant) during the intertrial interactions with infants in this dataset. This study evaluates the utility of the intertrial toy play for future research endeavors, as well as highlights the importance of evaluating the comparability of engagement episodes with this type of naturalistic toy play. Comparing younger and older infants, results showed increases in experimenter's "scaffolding"-like behavior with increasing infant age, but relatively similar toy choice and duration of play.

McLaughlin, K., & Aikman, S., *University of North Georgia*. Gender attitudes and gendered behavior: An examination of the factors that predict endorsement of traditional gender roles

Sexism remains a societal issue. For instance, men who endorse traditional/sexist views tend to earn more (Judge & Livingston, 2008). The goal of this study was to examine what factors predict endorsement of traditional gender roles. One likely factor is feminism; however, most studies examining feminism focused on how individuals felt about feminism (Spence, Helmreich, & Stapp, 1973), instead of what feminism means. Further, there is no clear definition of what is considered a traditional gender role (TGR). We developed measures of feminism and TGRs and then examined what factors best predict endorsement of TGRs. 400 participants completed measures assessing sexism, attitudes toward women, and gender roles. Exploratory factor analyses revealed four components of feminism (positive stereotypes, family/relationship characteristics, negative stereotypes, and feminist goals) and three components of TGRs (endorsement of traditional marriage, dating, and submissive roles). Regression analyses revealed that different factors were predictive of each TGR. For example, endorsement of traditional dating roles was predicted by self-identification as feminist ($\beta = -0.122$, $p = 0.018$), age ($\beta = -0.102$, $p = 0.015$), goals of feminism subscale ($\beta = 0.104$, $p = 0.036$), attitudes toward women who work ($\beta = -.0253$, $p = 0.000$), and benevolent sexism ($\beta = 0.386$, $p = 0.000$). Future studies will validate the developed scales and further explore their relationship to gender attitudes and gendered behavior.

Wright, D., *Texas A & M University*. Therapists in therapy

Despite the enduring idea that psychologists should personify the standard of mental health, the psychotherapist population is a well-known population at risk for depression. Anxiety, substance abuse, and relationship dysfunction have been found to be other common and significant areas of distress that impact the mental health of psychotherapists. These experiences are well known to negatively impact professional and personal functioning by impairing focus, memory, energy, and motivation. Psychologists who experience various psychological illnesses have also been found to be at risk for boundary and ethical violations. Primary barriers to treatment are known to include embarrassment, loss of status, and client retention. Research highlights that female practitioners seek therapy services more often than their male counterparts. Among those practitioners that seek therapy, benefits are known to include increased empathy, authenticity, sensitization to the needs of clients, stronger conviction of the therapeutic process, patience, tolerance, and use of self-awareness. Self-assessment provides an effective and safe method

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Ice Cream Social

3:15 – 3:45 pm

Massey Center Main Lobby
and

Discussion and planning for 2017

Massey Center Main Lobby
(open to all)



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All applicants must submit three letters of recommendation and a goal statement.

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At a glance schedule of the eleventh annual meeting of the Georgia Psychological Society, Atlanta, GA.

Saturday, April 16, 2016

Location: Shirley A. Massey Conference Center, Morehouse College

8:00—9:30 am	Registration <i>Complimentary Coffee and donuts</i>	Main Lobby
8:30 — 9:30 am	General Poster Session (set up begins 8:00 am) Rooms B & C	
9:30—9:40 am	Transition	
9:40—10:25 am	Paper Session 1: Children and Development	Bank of America Auditorium
10:25—10:35 am	Transition	
10:35—11:10 am	KEYNOTE ADDRESS: Christopher Stanzione, <i>Georgia Institute of Technology</i> , The Role of Language in Cognitive Development: What Deaf Children Tell Us	
11:10—11:20 am	Transition	
11:20 am —12:05 pm	Workshop 1: Jeremy Tost, <i>Valdosta State University</i> . Google Trends Room A	Workshop 2: PSI CHI Panel on student and faculty research collaborations Room F
12:05 — 1:15 pm	LUNCH catered Rooms D & E	
1:15—1:45 pm	Psi Chi Poster Session Rooms B & C	
1:45 — 1:55 pm	Transition	
1:55 — 2:25 pm	Workshop 3 Sidni Vaughn, <i>Georgia Institute of Technology</i> . Analyzing Video Based Data Room A	Workshop 4: Joshua Rodefer & Heather Kelley, <i>Valdosta State University</i> . Graduate School Preparation Room F
2:25—2:35 pm	Transition	
2:35—3:15 pm	Paper Session 2: Applied Topics in Psychology	Bank of America Auditorium
3:15—3:45 pm	Ice Cream Social and Planning for GPS 2017 Main Lobby	

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