**DEPARTMENT OF PSYCHOLOGY**

**RESEARCH POSTER PRESENTATION**

*(68 posters, 113 presenters, 16 advisors)*

* Psychology or NS&B BA student – thesis presentation
** Psychology or NS&B BA/MA student – thesis presentation
^ Research Associates & Research Assistants
^^ Post Doctorates

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Poster # 1
Preschoolers’ Spatial Reproduction Performance
Presenter/s: Praise Owoyemi and Meghana Kandlur
Advisor/s: Hilary Barth
A wealth of research has been devoted to addressing the question of how spatial reasoning develops. Previous research proposed that children exhibit a central tendency effect, or bias in responses toward the center of a given space, when making spatial location estimates. Older children were thought to subdivide the given space, with bias patterns erring toward the center of each of the subdivisions. However, this proposed category adjustment model (CAM) did not account for some properties of spatial location judgments. Barth et al. (2015) proposed an alternative simpler model – the proportional estimation (PE) model - which suggested a different source of bias in spatial judgments. To see if this model would fit data from younger children, we ran preschoolers on a physical manipulation task that required them to replicate previously seen spatial locations after brief delays. We found that preschoolers were overall highly accurate in their estimates, with four and five-year-olds outperforming three-year-olds. Due to the accuracy of participant estimates, our next step will be isolating participants who exhibited inaccuracy and bias in their estimations to see if the PE model fits their data.

Poster # 2
How Do Preschoolers Make Proportions?
Presenter/s: Jenny Chelmow, Amanda Fiorentino
Advisor/s: Hilary Barth
Recent research suggests that although children learn formal proportional reasoning later in childhood, even preschoolers as young as 3-4 may be successful at simple implicit proportional reasoning tasks. In the current study we used a proportion estimation task to explore how proportional reasoning begins to develop, what variables might affect early success, and what strategies young children are utilizing. Children (N = 110) ages 3 to 5 were presented with pairs of circles, one red and one blue, of varying sizes. They were asked to adjust the relative amounts of red and blue regions on a rod to match the relative sizes of the two circles. Children as young as 3 years were able to complete the task successfully, and accuracy increased with age. Our findings support the claim that even very young children are able to understand simple proportional relationships, on some types of more implicit tasks.

Poster # 3
Partition Dependence and Children’s Preference Based Decisions
Presenter/s: Katie vasquez
Advisor/s: Hilary Barth and Andrea Patalano
Both child and adult decision makers subjectively partition a set of options into groups over which they apply equal allocation. This phenomenon is called partition dependence. Previous studies have found that even preference based choices are influenced by the way options are presented. In the current study we ask whether the preferences of children, like adults, are influenced by the partitioning of options in a novel single-choice task. Eighty children (ages 3-6) will be presented with an activities board on which 4 activities are displayed across three columns (i.e. Jenga, Connect Four, Etch A Sketch, and model magic). Participants are asked to choose one activity and their response is recorded. If children are subject to partition dependence when making preference-based decisions, they will be more likely to select an activity when it
is presented as a single item ("unpacked") than when it is presented within a conceptual grouping of two items ("packed"). Based on previous studies showing more partition dependence behavior in children's allocations, we predict they will select an activity from the single-item columns more often than the double-item column.

Poster # 4
The Role of Context and Numeracy in Probability Distortion
Presenter/s: Joanna Paul
Advisor/s: Andrea Patalano & Hilary Barth
Previous number line estimation (NLE) studies have assumed that adults' and children's performance is driven by their ability to access overall numerical magnitudes of target numerals. However, recent work showing that adults and children place numbers like 500 systematically to the right of numbers like 499 suggests the influence of a Left Digit Effect (LDE) on NLE. Specific digits clearly matter for NLE performance, but little is known about the LDE. Here, we explored individual differences (SAT Math, Critical Reading, and Writing scores) to examine potential sources of the LDE. Participants (N=67) completed a numeracy scale and a computerized speeded 0-1000 NLE task. Additionally, their SAT scores were obtained from Wesleyan University. We asked whether there was evidence for the existence of the LDE on NLE performance. To answer this question, we calculated average difference scores for pairs of target numerals (e.g. 198 and 201) to determine how accurately participants estimated values with the same overall magnitude but different hundreds digits. SAT Reading and Writing, but not SAT Math or numeracy, were correlated with NLE performance. This study provides some of the first evidence for a relationship between the LDE in NLE and reading/writing skills.

Poster # 5
The Role of Context and Numeracy in Probability Distortion
Presenter/s: Chenmu Xing
Advisor/s: Andrea Patalano & Hilary Barth
In decision making under risk, adults tend to overestimate small and underestimate large probabilities (Tversky & Kahneman, 1992). This inverse S-shaped distortion pattern is similar to that observed in a wide variety of proportion judgment tasks (Hollands & Dyre, 2000). In the latter, distortion patterns tend not to be fixed but, rather, to be scaled to the range of values under consideration. Here, we tested the novel hypothesis that probability distortion in decision making might be influenced by probability range in the same manner. Adult participants were assigned to either a full-range (probabilities from 0-100%) or a half-range (probabilities from 50-100%) condition. Participants indicated certainty equivalents for 176 hypothetical monetary gambles (e.g., “a 75% chance of $100, otherwise $0”). Using a cumulative prospect theory framework, we found that the standard pattern of probability distortion was in fact best modeled as scaled to the probability range in each condition. The work offers promise in extending a proportion judgment framework to decision making tasks.

Poster # 6
Influence of Induced Gratitude on P3 Amplitude in an Auditory Oddball Task
Presenter/s: Lily Segal
Advisor/s: Andrea Patalano & Charles Sanislow
Inducing gratitude has been shown to increase motivated attention to choice stimuli during preference-based decision making. The present study tested whether the
gratitude effect extends to object perceptual choice. Electrophysiological data were collected during an oddball task in which participants (in a Gratitude or Neutral condition) responded to rare target (oddball) high tones presented in a string of non-target (non-oddball) low tones. The dependent measure was the amplitude of the P3 waveform, an electrophysiological measure of motivated attention. Unlike past work, there was no main effect of condition on P3 amplitude for oddball trials relatives to non-oddball trials (p < .001). However, decisiveness was associated with an increased difference between P3 amplitude in the oddball trials compared to the non-oddball trials, \( F(1, 87) = 8.57, p = .004 \), especially in the Gratitude condition, \( F(1, 87) = 5.11, p = .026 \), and state anxiety was associated with reduced P3 amplitude overall, \( F(1, 87) = 7.66, p = .007 \). The findings point to differences in attention allocation due to individual differences during choice processes.

**Poster # 7**  
**Cognitive Processing of Guilt and Shame**  
**Presenter/s:** Kasey McKenna  
**Advisor:** Charles Sanislow  
Guilt and shame are negative emotions relevant to the “moral injury” theory of PTSD. The present study examined the cognitive component processes of guilt and shame using a cognitive task in a sample of university undergraduates (N = 80, 58% female). Participants viewed sets of three words containing one guilt, or one shame, along with two neutral words. Participants either reread (repeated) or thought back to (refreshed) a guilt or shame word, or a neutral word. Vocal response times were measured with a voice-keyed microphone. Afterwards, participants completed a recognition task to test memory for previously seen words. Replicating prior work, participants repeated words more quickly than refreshing them, and repeated emotional words (i.e., shame or guilt) faster than neutral words. Also consistent with previous work, there was a trend for participants to take longer to refresh a neutral word when paired with either a shame or guilt word. Examination of gender differences revealed that men more quickly repeated shame words whereas women more quickly repeated guilt words. When refreshing a neutral word against a shame or guilt word, response times were slower for men, but not for women. These results have implications for the concept of moral injury and PTSD.

**Poster # 8**  
**Social Phobia and Depression Comorbidity**  
**Presenter/s:** Neha Srinivas and Samantha Cheng  
**Advisor:** Lisa Dierker  
Previous research has shown high rates of comorbid social anxiety and depression, as well as a connection between a history of parental anxiety and/or depression and offspring mental illness, suggesting possible heritability of mental illness. However, there have been little studies investigating 1) whether an earlier onset of social phobia leads to a higher likelihood of developing comorbid depression and 2) whether parental history of depression leads to social phobia in offspring. We describe a study that aims to identify the specific age group that leads to the highest likelihood of developing depression, and the strength of the association between parental history of depression and social phobia. Additionally, we also investigate the role of gender in the identified patterns. If strong associations are observed, it would contribute to the growing literature studying the relationships of social phobia, depression, and gender.
**Poster # 9**
The Association between Anti-social Personality Disorder Symptoms and Alcohol Use Disorders among Adults  
Presenter/s: Esha Bhandari, Jewelia Ferguson  
Advisor: Lisa Dierker  
This study explores the association between anti-social personality disorder and prevalence of alcohol use disorders. The relationship between the two variables are moderated by factors such as biological sex, ethnicity, prevalence of generalized anxiety disorder, and prevalence of interpersonal vs. intrapersonal symptoms of ASPD. The results did demonstrate a strong association between ASPD and alcohol use disorders as seen in previous literature. Tertiary variables such as biological sex, ethnicity, and generalized anxiety disorder did not make a significant difference in the data. However, there was a significant difference in prevalence of an alcohol use disorder in females with conduct disorder vs. females without conduct disorder. There were also groups of ASPD symptoms in which individuals who exhibit them may be at a higher risk in developing an alcohol use disorder than other ASPD symptoms.

**Poster # 10**
Consequences of Mood Disorders  
Presenter/s: Alexa Code and Leah Cravitz  
Advisor: Lisa Dierker  
The overall purpose of this study was to investigate the relationship between mood disorders and the subsequent consequences that may occur as a result. The consequences that were investigated were whether or not individuals who suffer from co-morbid mental disorders and substance use disorders have a higher chance of committing or attempting suicide or if individuals suffering from a manic disorder are more likely to have a co-occurring alcohol abuse disorder. The basic design of the study took information from a survey conducted by NESARC, which looked at adults in the United States ages 18-97. The results show that individuals suffering from depression who also suffered from a co-occurring substance use disorder have higher rates of suicidal ideations than those people who only suffered from one disorder or didn’t suffer from either, and that females with mania are significantly more likely to also suffer from an alcohol abuse disorder than males.

**Poster # 11**
Association between Depression in Young Adult Subjects and Education Status of the Subjects and their Parents  
Presenter/s: Kush Patel, Autumn Rasmussen  
Advisor: Lisa Dierker  
Our studies investigate the association between depression and education. As depression is one of the most common mental illnesses and is on the rise for adolescents, this association will allow us to closely examine potential risk factors for the onset of depression. We found that one’s own college attendance did not increase the likelihood of being diagnosed with Major Depression (MDD). Rather, parental educational achievement was significantly associated with their child’s likelihood of major depression. This study serves to highlight that higher-level education may serve an imperative function in the creation of psychologically healthy developmental environments. The findings of our study allow us to directly focus on, and improve, treatment programs by educating parents on how to decrease the likelihood of their child being diagnosed with MDD, creating an overall healthier family environment.
**Poster # 12**  
The Prevalence of Major Depression Among Individuals Affected By Environmental & Medical Stressors  
Presenter/s: Roshni Patel, Zachary Zavalick  
Advisor/s: Lisa Dierker  
This study explores the relationship between environmental and medical stressors and the prevalence of depression. Military service was an environmental stressor while cardiovascular conditions (tachycardia, arteriosclerosis, hypertension, angina pectoris, myocardial infarction, and any form of heart disease) were classified as a medical stressor. This study found that prevalence of depression was just as common in men with a history of military service as it was in men without a history. However, women with a history of military service were more likely to have depression than women without a history. Individuals with cardiovascular conditions, excluding hypertension, were significantly more likely to develop major depression compared to those without cardiovascular conditions. This association was consistent across factors such as age, gender, income, race, and the presence or absence of diagnosed anxiety disorders, specifically panic disorder and generalized anxiety disorder. Environmental and medical stressors each manifested differently in their relationship with depression in that individuals with a history of military service were less likely to develop major depression whereas individuals with a cardiovascular condition were at a higher risk of experiencing major depression.

**Poster # 13**  
The Association between Age of Initiation, Generalized Anxiety, Social Phobia, and Alcohol Use Disorders  
Presenter/s: Maggie Polk and Grace Stanfield  
Advisor/s: Lisa Dierker  
This study examines the association between age of initiation, generalized anxiety, social phobia, and alcohol use disorders. The results demonstrate that individuals who first consume alcohol at 16 years old and younger may be more likely to develop one or more alcohol use disorder symptoms than those 17 years old and older. The results also indicate that there is a significant association with having either generalized anxiety, social phobia, or both and having an alcohol use disorder. The confounding variables of biological sex, family income level, and depression did not make a significant difference in these results. Further research should examine how age of initiation changes with the presence of anxiety disorders, and how that relates to the development of alcohol use disorders.

**Poster # 14**  
Specific Phobia and the Onset of Major Depression  
Presenter/s: Fiona Sun  
Advisor/s: Lisa Dierker  
Specific phobia is among the most commonly occurring mental disorders. Apart from the prevalence, specific phobia is also among the mental disorders with the earliest onset age. Nevertheless, it is commonly regarded as less problematic than other diseases because of its relatively small interference with patients' daily lives. The overall purpose of this study was to investigate the relationship between specific phobia and major depression. The basic design of the study took information from a survey conducted by NESARC, which covered the adult population in the United States. Confirming the
findings of previous research, the present study showed that individuals with specific phobia are significantly more sensitive to major depression. Adding to previous findings, the present study also showed that the effect is less significant than those of other anxiety disorders. In addition, individuals who have daily impairment from specific phobia are more sensitive to major depression.

**Poster # 15**
**The Relationship Between Highly Conventional Romantic Idealization and Contraceptive Use in Depressed and Non-Depressed Adolescents**
Presenter/s: Simone John-Vanderpool
Advisor/s: Lisa Dierker

The purpose of this study was to determine if there was any relationship between the way adolescents imagined an ideal romantic relationship and their patterns of contraceptive use, and whether or not this relationship changed for adolescents with depression. Specifically this study investigated whether a highly conventional romantic ideal, defined by a high desire for experiences in a romantic relationship typical for western society (ex: holding hands, kissing etc.), would influence consistency of contraceptive use in adolescents, and whether or not depression moderated this potential influence. The sample was drawn from the first wave of the National Longitudinal Study of Adolescent Health, a nationally representative sample of adolescents. All members of the sample in use had engaged in vaginal intercourse. The results determined that there was no significant relationship between a highly conventional romantic ideal and contraceptive use, and even when controlling for depression, this relationship remained non-significant. However, subsequent exploratory data analysis revealed that individually, depressed adolescents were less likely to use contraception consistently, and those who believed that talking about contraception would be a part of their ideal romantic relationship were more likely to use contraception consistently.

**Poster # 16**
**Individual Differences in Morphological, Orthographic, and Phonological Processing**
Presenter/s: Samantha Schreiber, Medha Swaminathan, Allison Galante
Advisor/s: Barbara Juhasz

Morphological, orthographic, and phonological awareness are important components of reading. Morphological awareness refers to the ability to recognize morphemes, orthographic awareness refers to the understanding of words’ visual and spatial layouts, and phonological awareness refers to the ability to manipulate individual phonemes, the smallest units of words. The present study examines morphological awareness relative to measures of phonological processing, orthographic processing, semantic fluency, and rapid naming to better understand individual differences. Researchers used a battery of tests to examine the relationships between these various skills. The Comprehensive Test of Phonological Processing (CTOPP) was used as a measure of phonological processing. The Analogy task is used to measure morphological awareness, while the “S” Fluency and Spelling tasks were used to measure orthographic awareness. To measure semantic awareness, the Animal task was used. The study found no significant correlations between morphological and phonological processing, however significant correlations between phonological processing and orthographic processing (Blend Word and Spelling), morphological
Processing and orthographic processing (Analogy and Spelling), and semantic fluency and phonological processing (Animals and Blend Word) were found.

**Poster # 17**  
**A Comparison of Classroom and Online Word and Sentence Norms**  
**Presenter/s:** Meghan Jain, Tara Shriram  
**Advisor/s:** Barbara Juhasz  
This study compared the performance of participants on word and sentence questionnaires in a traditional classroom setting to performance in the same questionnaires done on an online platform. The data collected from the participants in a classroom setting required paper and time in order to input all the results. The goal of this study was to see if the online data was equivocal to the classroom data with the hopes of implementing an online norming procedure for future projects. 5 questionnaires were used: The Age of Acquisition, Familiarity, Imageability, CLOZE, and the Goodness of Fit. A total of 67 Wesleyan students participated in this study, 33 of which participated in the classroom setting, and 34 in the online setting. High and significant correlations were found between averaged results for surveys completed online in an uncontrolled setting and in a controlled classroom setting (p<.001). This study shows that online surveys are as effective as paper surveys, and that future studies can use online norming to norm studies.

**Poster # 18**  
**Young Adults’ Perceptions of Experiential Changes and Psychosocial Challenges**  
**Presenter/s:** Hannah Bolotin, Alexandra Riedel, Neha Srinivas, Taylor Dillon.  
**Advisor/s:** Sarah Kamens  
The present project was inspired by the findings of the Duration of Untreated Psychosis (DUP) Project, which examined young adults’ subjective understandings of DUP (the time between psychosis onset and initial mental health services). The results of the DUP study led to questions about potential similarities and differences among young adults with early psychosis, those seeking mental health treatment for other challenges, and those not seeking treatment. Data are currently being collected for the present study, which aims to identify forms of support that are perceived as helpful regardless of diagnosis, as well as barriers or enhancements to treatment seeking. Participants will be a minimum of 20 Wesleyan students, ages 18 to 29, who provide 30- to 60-minute semi-structured interviews about their experiences prior to mental health services, with particular focus on the types of support they wanted or did not want at the time. Interview topics include recent life experiences, such as social and educational experiences, as well as perceptions of helpful or unhelpful early supports. Participants with experiences in mental health services will be invited to describe their pathways to care. Data will be analyzed using phenomenology, a qualitative method developed specifically for the study of human experience.

**Poster # 19**  
**Place-Keeping through Social Memory Practices: How Senior Harlem Residents are Navigating Gentrifying Space**  
**Presenter/s:** Ariana Lewis  
**Advisor/s:** Shellae Versey  
Drawing on a social memory model of place attachment, this thesis argues that a community’s capacity for place-keeping relies on continuous access to public space, in order to facilitate essential social memory practices. As a transformative force of change,
gentrification disrupts such access, manipulating the design and affordances of public space to create new place meanings. This erasure of established place identities results in “root shock:” violent, lasting psychological consequences to those residents whose sense of selves are uprooted by gentrification. Through a thematic analysis of eight focus groups conducted in Central Harlem during the summer of 2017, this paper investigates how older, predominately African American residents of Central Harlem perceive gentrification’s effects on their mental health, their community, and on Harlem’s identity, and how these residents utilize social memory sharing for place-keeping. Four themes were chosen by the author to convey the narratives of the participants. These themes construct an overarching narrative that older residents in Central Harlem are actively engaging with gentrification in their daily lives, and gentrification’s visible and intangible impact is causing long-term residents to question their sense of belonging, sense of place ownership, and their internalized concepts of Harlem. These findings confirm the hypothesis that gentrification-driven changes disrupt essential social memory practices, limiting older residents’ capacity for place-keeping, erasing past place identities and producing new ones.

Poster # 20
Out or Not: The Effects of Coming Out on the Self-Esteem of Sexual Minorities
Presenter/s: Clara Babbott-Ward
Advisor/s: Sarah Kamens
There are many pros and cons to coming out. On one hand, it can be a relief to be open about who you are. On the other hand, sexual minorities can experience “minority stress,” which is the social stress someone might feel after being labeled as “other than the norm.” This mixed methods study aimed at unpacking the pros and cons of coming out for undergraduate students. Participants were 22 Wesleyan students who were over the age of 18 and identified as a part of the LGBTQ+ community. They anonymously completed a 30-question online survey developed for the purposes of the present project. Descriptive statistics suggested that since high school, participants experienced increased self esteem and decreased thoughts about their sexual orientation. Most participants did not regret coming out, regardless of perceived responses from family members and friends. These preliminary findings suggest that minority stress—feeling “singled out”—can be a positive experience when circumstances help to foster feelings of internal and external acceptance. Data analysis for this study is still ongoing.

Poster # 21
Family Functioning and Eating Disorders in Female Adults: An Archival Study
Presenter/s: Ryan Kao
Advisor/s: Sarah Kamens
Previous research has suggested that family functioning is a potential risk factor in the development of eating disorders. The present qualitative, archival study was designed to address the following research question: How do young female adults who are diagnosed with an eating disorder experience family functioning? Archival texts were located through using online search engines and all of the texts were first-hand stories written by young female adults about their journey living with an eating disorder (ED). A phenomenological approach was used to gain insights regarding topics related to young female adults’ experiences with their families and EDs. The findings in this study indicated that young female adults’ experiences with an ED were diverse and meaningfully related to their current stage in the treatment process, recovery, and the relative accessibility of positive support networks. Overall, young female adults who
experienced their family members as a positive source of support were able to take an active role in their treatment and recovery. Parents who adopted a democratic style of parenting were described as encouraging boundaries that simultaneously respected the child’s independence and freedom.

**Poster # 22**
**Dual Diagnosis of Intellectual Disability and Psychiatric Illness: Perceptions of Mental Health Professionals**
**Presenter/s:** Kian Caplan  
**Advisor/s:** Sarah Kamens

Individuals with intellectual disability (ID) endure high rates of comorbid mental illness (MI), and mental health professionals (MHPs) are faced with an abundance of challenges in diagnosing psychopathology in the population. The present qualitative, archival study sought to investigate the views of MHPs regarding these challenges through a modified grounded theory approach. Three case studies of comorbid ID and MI that included discussion by an MHP were selected. Data analysis led to the identification of two overarching themes pertaining to diagnostic challenges: (1) insufficient assessment tools and (2) communicative difficulties presented by those with ID. These findings demonstrate the need for the development of enhanced assessment tools for comorbid ID and MI, perhaps focusing on observed and measurable behavior in order to enhance the validity of diagnoses and allow for appropriate courses of treatment. A limitation of the present study was the inability to recruit MHPs as participants for qualitative interviews, which might have allowed for further contextualization and elaboration of the themes that emerged through analysis of the data.

**Poster # 23**
**Attraction to Violence: A Gendered Analysis**
**Presenter/s:** Sara Chen  
**Advisor/s:** Sarah Kamens

This archival, qualitative research project examined how personal experiences meaningfully relate to attraction to violence among males and females in the United States. Archival texts consisted of memoirs, letters, interviews, and case study records about individuals with attraction to violence or violent criminals. A modified grounded theory approach was used in order to analyze experiential commonalities among reports about attraction to violence. Findings revealed that individuals with reported experiences of intense or frequent attraction towards violence and violent criminals share some commonalities in experiential circumstances and personal characteristics. These commonalities included familial/romantic relationship struggles, traumatic personal losses, high levels of loneliness and creativity, low self-esteem, and desire for social acceptance, and adherence to societally established gender norms. While it is difficult to draw the line between normative curiosity and unusual attractions, only a minority of people who experience attraction to violent thoughts and violent criminals have turned to violent behavior or during personal experiences of desperation. This demonstrates the relevance and importance of identifying high-risk individuals (those with multiple background/personal risk factors) and providing them with proper support/treatment, especially when attraction to violence is combined with other mental health challenges.
Poster #24
Academic Stress in Waking Life and Dream Life
Presenter/s:  Liana Gomez
Advisor/s:  Sarah Kamens
How is academic stress represented in the content of dreams? In one previous study (Rainville et al., 2009), the majority of females’ dreams during periods of academic stress involved the theme of pets. The present study aimed to compare the daily activities and dream imagery of Wesleyan University college students under academic stress. Three participants completed a two-part online questionnaire for 7 consecutive days. The first part, which was completed in the evening, prompted participants to list their activities and moments of academic stress during that day. The second part, which was completed in the morning, prompted them to describe their dreams, sleep, and emotions upon awakening. Findings indicated that the dreams thematically incorporated family, friendships, and relationship stress as opposed to academic stress. These findings support previous research (e.g., Delorme et al., 2002) suggesting that academic stress may not be readily represented in dream content. Limitations to the present project included the small sample size and the time period during which the study was conducted (which was a time in the semester in which students were experiencing relatively low academic stress). Future research might examine students’ dream diaries during finals or midterm season.

Poster #25
Experiences of International Adoption
Presenter/s:  Taylor Goodman-Leong
Advisor/s:  Sarah Kamens
Previous research on international adoption has primarily focused on recent adoption and younger children, as well as adoptive families not in the United States. The aim of this qualitative case study was to explore an international adoptee’s experience as a whole, with particular focus on how adoption experiences were narrated in relation to emotional development as a young adult. One participant provided a 45-minute interview about the meanings of their adoption in the context of their life experiences. Findings indicated that the participant viewed international adoption as helpful in gaining their sense of identity, in addressing some challenges such as balancing between different cultures, and in becoming more aware of how others view them. These findings are discussed in the context of previous research indicating that adoption experiences are associated with the development of a positive self-concept and social adjustment. Although a previous study suggested that children adopted earlier in life have less interest in their ethnic identity and adoptive identity than those adopted later, the participant had a high level of interest in their adoptive identity despite being adopted at a few months old.

Poster #26
Attitudes about Education in Marginalized Students
Presenter/s:  Jack Jontz
Advisor/s:  Sarah Kamens
The purpose of this study was to determine if students belonging to socially marginalized groups have different beliefs about the value of education and social support in academic settings than students who do not belong to marginalized groups. Participants were asked to complete a short survey in which they indicated the extent to which they agreed with various statements about their perceptions of the value of education, both in
general and specifically in their own lives, as well as their perceptions of their social support network. Participants were also asked if they identified as a member of a marginalized group. Data analysis did not yield statistically significant differences between the answers of the students identifying as marginalized and those not identifying as marginalized. A trend that approached statistical significance was observed in the experience of substantial emotional distress relating to academic issues between the two groups. If further research reveals that a true difference exists between marginalized and non-marginalized students in their experiences of substantial emotional distress relating to academic issues, this could indicate a need for focused intervention and counseling for marginalized students.

Poster # 27
The Art of Mental Illness: Mental Health and the Outsider Artist
Presenter/s: Anna Kitamura
Advisor/s: Sarah Kamens
This study stemmed from the need for more research on the creation of art by individuals who suffer from mental illness or otherwise identify as outsiders in society. Few studies have examined the relationship between the artistic production and psychological experiences of Outsider Artists. This archival study was designed to answer the question: Why do Outsider Artists produce art, and what does their art reveal about their emotional lives? Eleven memoirs/first-person accounts were selected from online databases based on availability and relevance. This study utilized phenomenology, a qualitative method for the investigation of human experience. Preliminary data analysis revealed four general psychological structures: 1) art is a tool for outsider artists to communicate emotions and thoughts including 2) difficult or taboo thoughts; 3) producing art reflects a greater purpose for some artists; and 4) producing art allows for a brief reprieve from everyday life, allowing individuals to imaginatively assume different identities or enter into different worlds. These findings mirror previous research suggesting that art is a communication tool for thoughts and emotions; they also offer a unique portrait of the ways in which art can provide outsider artists with a sense of purpose and facilitate reprieve from their everyday lives.

Poster # 28
Clinical Views on Depressive Suicides: A Discursive Analysis
Presenter/s: Ari Liu
Advisor/s: Sarah Kamens
Suicide is a global phenomenon, and previous research has shown that depressive symptoms in particular are strongly related to suicidal decisions. A common pro-treatment and pro-intervention view underlies clinical studies of suicidal thoughts and behaviors in persons experiencing depression, and medical support in dying is more controversial and thus not available for patients with mental illness alone. The present qualitative, archival study applied a discourse analytic approach to examine cultural variations in the international clinical research literature on suicidal ideation in depression. Two primary discursive themes were identified. The first theme was the negative views and discursive portrayals of suicidality by clinical researchers from all cultures represented in the sample. The second theme was the discursive portrayal of institutionalized intervention, which varied slightly among researchers from different cultures. The sample size of selected texts in this study was very small, so the results might not be generalizable to all clinical literatures and other cultures. Future research might survey or interview clinicians in order to gather their first-hand views on
interventions for persons experiencing depression and suicidal ideation in different locations across the globe.

**Poster # 29**  
The Imposter Phenomenon in Undergraduate Students  
Presenter/s: Jamee Lockard  
Advisor/s: Sarah Kamens  
The Imposter Phenomenon (IP) is an internalized feeling of “intellectual phoniness” despite objective external success. People experiencing IP will typically attribute their success to luck, charm, and good social connections. My hypotheses were that (1) female students and (2) students of color will score the highest on the Clance Imposter Phenomenon Scale (CIPS; Clance, 1985). The participants in this study were 56 undergraduate students enrolled at Wesleyan University, 33 of whom identified as female and 14 of whom identified as students of color. All participants completed an online survey, which included the CIPS. The results did not support my first hypothesis. There were no significant gender differences found on total CIPS scores, which was consistent with the findings of Cowman and Ferrari (2002). The results did not support my second hypothesis, as the total CIPS scores for participants who were not students of color were significantly higher than those of students of color. This finding differs from past research studies that failed to find a correlation between IP and race (Hutchins & Rainbolt, 2016) and others that documented a positive correlation between IP and racial minority status (Alfed, 2009).

**Poster # 30**  
Social Anxiety and Family Relationships: A Qualitative Study  
Presenter/s: Katherine McClimon  
Advisor/s: Sarah Kamens  
Previous studies have shown that close relationships with family members and friends may protect against symptoms of Social Anxiety Disorder. Exploring family relationships can help us to understand how they influence broader social experience, providing more insight into how to support positive interactions and mitigate social anxieties. The purpose of the present study was to examine the experiential relationships between (1) perceived familial support and (2) social anxiety in young adults. This was a qualitative study in which four participants were interviewed about their experiences with anxiety in social situations, as well as their perceived support from family members. Phenomenological data analysis revealed that for some participants, there was an experiential connection between anxiety in social situations and feelings of self-confidence, as well as between perceived familial support and feelings of self-confidence. These results support previous research indicating a relationship between social anxiety and the quality of relationships between family members.

**Poster # 31**  
Mental Health Stigma in the Asian Community  
Presenter/s: Thao Phan  
Advisor/s: Sarah Kamens  
Although all humans are vulnerable to mental health challenges, not all humans perceive “mental health” and “mental illness” to be legitimate concepts. The objective of this study was to further explore the social stigma against mental health challenges in Asian culture. The participant in this qualitative case study was a Wesleyan student who identified as Asian. The participant participated in a semi-structured interview that lasted...
25 minutes. The interview was analyzed using the qualitative method of phenomenology. Themes in the preliminary findings included a gradually developing understanding of mental health with meaningful benchmarks at childhood, high school, and college. The participant experienced their childhood as smooth and “happy go lucky” and was introduced to unfamiliar psychological stressors in high school, which made them more appreciative of their mental health. This appreciation led to a change in their priorities (and their parents’ priorities) in their college years. Historically, most of the research conducted in psychology has focused on Western nations. To foster a better understanding of the psychology of all human beings, we need more research conducted in and by non-Western people on non-Western people.

Poster # 32
Relationships between Culture and the Stigma of Mental Illness
Presenter/s: Janna Yousef
Advisor/s: Sarah Kamens

With increased violence in developing areas such as the Middle East, mental health has become an increasingly important concern, and proper supports and guidance are needed to address the psychological consequences of political conflict. This qualitative study explores different cultural beliefs about mental illness in the experiences of persons identifying as Middle Eastern and White/Caucasian in order to establish whether participants’ experiential narratives revealed subjective relationships between their cultural background and stigmatizing beliefs about mental disorders. Two Middle Eastern identifying and two White/Caucasian identifying undergraduate students participated in a 10-minute semi-structured interview. A modified grounded theory approach was used to analyze the intersections between psychological attitudes and cultural meanings in the participants’ responses. Findings supported the idea that stigmatizing beliefs about mental illness are meaningfully related to cultural experience. Ultimately, literacy programs can combat mental health stigma in the Middle East by increasing awareness about and treatment of mental illness. Future studies should include more interviewees of diverse racial, ethnic, and national backgrounds in order to further investigate cross-cultural differences in the expression of mental health stigma.

Poster # 33
The effects of stress in our work life: Friend or foe?
Presenter/s: Alexander Bachelard-Bakal
Advisor/s: Sarah Kamens

Previous research has shown that elevated levels of stress can lead to a decrease in performance while moderate levels of stress can increase performance. The aim of the present exploratory pilot study was to better understand the relationship between low stress-levels, procrastination tendencies, and subjective performance in college students. Five participants were recruited from the Wesleyan student undergraduate population through flyers handed out at Usdan cafeteria. Participants completed an online Qualtrics questionnaire with Likert scales and short-answer questions about the topics of stress, procrastination, and academic performance. My first hypothesis, which stated that high self-reported levels of stress would be negatively correlated with subjective performance, was not supported by the data. My second hypothesis, which stated that self-reported low levels of stress would be positively correlated with procrastination, was supported by the data for one week prior to a due date but not at other times. However, due to the sample size, these results are inconclusive. Future research with larger sample sizes might explore potential causal relationships between
low levels of stress, increased procrastination, and diminished academic performance. Further research on these topics might be useful for the development of interventions for many individuals suffering from procrastination.

**Poster # 34**

**Effects of Emotion-Induced Attentional Focus on Memory Formation**

**Presenter/s:** Sofia Kinney, Anaya Navangul, Melanie Nelson  
**Advisor/s:** Kyungmi Kim

Past work on the effects of emotion on memory has mainly focused on two facets of emotion: valence (positive vs. negative) and arousal (calm vs. intense). An important aspect of emotion that has received scarce attention is how attentional focus induced self-conscious emotions (SCE; e.g., shame, pride) vs. basic, non-self-conscious emotions (NSCE; e.g., anger, happiness) may differentially affect individual’s ability to form new memories. The present study addressed this question by first having participants write a passage about a time they felt “very ashamed” (SCE group) or “very angry at someone” (NSCE group), or simply transcribe a recipe (Control group). Then, in an ostensibly unrelated study, participants incidentally encoded to-be-remembered target words. In a subsequent memory test, we found that item memory for words was worse in the SCE group than the Control group, whereas item memory was marginally better in the NSCE group than the Control group. Interestingly, source memory accuracy did not significantly differ among the three groups, potentially suggesting that emotion-induced attentional focus mainly affects encoding of the “gist” of subsequent experiences. Going beyond emotional valence and arousal by examining the role of emotion-induced attentional focus, the present findings advance our understanding of the psychological mechanisms by which emotion affects memory.

**Poster # 35**

**Self-Referencing of Negative Traits Impairs Memory for Subsequently Presented Items**

**Presenter/s:** Alexis Banquer, Jenne Johnson  
**Advisor/s:** Kyungmi Kim

Past research suggests that access to one’s self-concept is automatic (i.e., requiring minimal mental resources) and thus processing information in relation to the self (i.e., self-referential processing) is relatively more effortless than processing information in relation to another person (i.e., other-referential processing). Is self-referential processing always effortless? Given individuals’ strong motivation to cast themselves in a positive light (e.g., a tendency to avoid processing/remembering negative self-referent information), in the present study, we examined whether the valence (positive vs. negative) of self-referent information determines whether or not self-referential processing is effortless vs. effortful. We hypothesized that self-referential processing of negative, compared to positive, information would require more mental resources, which, in turn, would leave temporarily less resources available to process subsequently presented non-self-referent target items. The data collected to date showed that memory for target items (item memory) and their associated contextual features (source memory) was worse following self-referential processing of negative than positive traits words. For target items preceded by other-referential processing, no such valence-dependent memory difference was found. By showing that whether or not self-referential processing is effortless is critically dependent on the valence of self-referent information, the present findings shed light on the complex nature of the impact of self on cognition.
Poster # 36
Oscillatory Markers of Neural Entrainment to Rhythm
Presenter/s: Eli Solomon, Adam Manson, Melisa Olgun, Justin Ali, Tina Jiang,
So Young Chung, Carter Hawthorne, Abigail Warren, Rhys Evans
Advisor/s: Psyche Loui
Recent literature has shown that neuronal oscillations, which are rhythmic activity of the
brain that entrain to external stimuli, are a mechanism for the perception and production
of musical rhythm. We test the effects of beat perception on neuronal oscillations in an
EEG study, where subjects were presented with simultaneous groups of 2 (duplet) and 3
(triplet) rhythms at two different rates while their EEG was recorded. The subjects then
selected if they heard the overall rhythm in groups of two or three, and repeated the
process for 32 trials. It is hypothesized that there will be greater power spectral density
(PSD) at 1 Hz and 1.5 Hz during a slower rhythm and at 2 Hz and 3 Hz during a faster
rhythm, corresponding to the frequencies of the stimuli, which would be indicative of
neural entrainment. In slow trials, 1Hz and 1.5Hz peaks are evident, indicative of neural
entrainment to the stimuli at these frequencies. In fast trials, corresponding peaks at 2Hz
and 3Hz were lower in amplitude, but peaks are enhanced by the cues in all conditions.
These grouping mechanisms may be sensitive to musical expertise, consistent with
similar results in language.

Poster # 37
Auditory-Motor Functional Connectivity and Its Modulation by Expertise
Presenter/s: Victoria Knight, Ben Saldich, Haley Snyder, Alberto Encinas,
Michael Maggipinto
Advisor/s: Psyche Loui
Functional connectivity refers to a correlation between different neurological regions
regarding specific functionality. Past research using resting state fMRI (rsfMRI) has
indicated that functional connectivity between the auditory cortex and the supplementary
motor area (SMA) is increased in musicians as compared to non-musicians (Lima et al.).
However, it is unclear if this connectivity varies as a function of time dedicated to musical
training. In our study, we tested the relationship between functional connectivity of the
SMA and auditory cortex and four between-subject variables: years of musical
experience, pitch discrimination ability, training of jazz musicians as compared to non-
jazz musicians, and duration of jazz training. Thirty-five subjects (all students at
Wesleyan University) underwent rsfMRI and took behavioral surveys that asked, among
other questions, their musical experience. We identified regions of interest (ROIs) in
bilateral auditory cortices and SMA, and correlated the time-series of auditory and SMA
ROIs in each hemisphere of each subject. Our results demonstrated highly significant
functional connectivity between auditory SMA in all subjects, but only a marginally
positive but insignificant correlation between functional connectivity of the ROIs and
years of experience, and duration of jazz training, and a marginally negative but
insignificant correlation between functional connectivity and pitch discrimination
thresholds. Results did not support a strong relationship between musical training and
auditory-SMA functional connectivity. Further research will refine our selection of ROIs to
include other putative regions of the auditory-motor network.
Poster # 38
The Perception and Cognition of Racialized Voices
Presenter/s: Tedra James, Maxime Bouvagnet
Advisor/s: Psyche Loui
The human voice contains abundant information about its owner. Human listeners are able to determine racial and/or ethnic background from the voice based on acoustic and linguistic cues (Perrachione et al, 2010), but little is known about the neural mechanisms that underlie this determination. Here we report a combined behavioral and EEG study to investigate the perception and cognition of race identification from the human voice. We generated a database of short (<1s) audio samples of speech utterances by black and white speakers from natural speech downloaded from TED.com. A norming study was conducted online in which subjects (n = 100) listened to each sample and completed two-alternative forced choice (2AFC) tests to identify the race of the speaker. Samples that were racially identifiable above chance level were then used in a behavioral and EEG study. 64-channel EEG was recorded while participants listened to each sample and, in randomized trials in a 2AFC task, identified either the speaker’s race or the word spoken. ERPs showed a large early left anterior negativity around 100 ms, followed by another later negativity in left prefrontal sites at 600 ms, in response to black voices compared to white voices. Compared to word-identification trials, race-identification trials show an early frontocentral positivity (200 ms) followed by a late left-lateralized negativity (900 ms). Taken together, we observe early perceptual as well as late cognitive mechanisms of race identification from the human voice. This neural time-course of race identification has implications for understanding and reducing racial prejudice.

Poster # 39
Acoustic Effects on Oscillatory Markers of Sustained Attention”
Presenter/s: Gonçalo Sampaio, Tedra James
Advisor/s: Psyche Loui
Successful performance of everyday cognitive tasks requires sustained attention. The ability to alter attention by modifying neural activity has been demonstrated recently but remains thus far limited to direct stimulation of the human brain. On the other hand, the Dynamic Attending Theory hypothesizes that auditory stimuli, such as music and speech, can also modify neural activity by entraining the brain to oscillations in the sound. Here we test the possibility of enhancing an individual’s sustained attention via acoustic stimulation with Brain.fm’s algorithmically generated music, which contains peaks in frequencies associated with neural activity in attentional states. Using behavioral, acoustic and EEG analyses, we compare Brain.fm against music marketed towards focusing attention.

Poster # 40
Structural and Functional Correlates of Musical Anhedonia
Presenter/s: Sean Patterson, Monday Zhou
Advisor/s: Psyche Loui
Musical Anhedonia is a condition characterized by a specific lack of reward responses to music, despite normal hedonic responses to other rewarding stimuli. Here we test the hypothesis that musical anhedonia is linked to abnormal structural and/or functional connectivity between auditory regions, specifically the superior temporal gyrus, and reward-sensitive regions such as the nucleus accumbens and anterior insula. We present behavioral, DTI, and rsfMRI results on a subject presenting with this deficiency,
BW, compared to 46 neurotypical adults. BW showed extremely anhedonic responses (>5SD from mean) to sound items on the Physical Anhedonia Scale, but was normal in all other hedonic categories. In DTI tractography, BW showed increased FA and lower volume in the tracts between both the left and right auditory cortices and the nucleus accumbens and anterior insula, suggesting that different patterns in white matter pathways between auditory and reward regions could underlie these behavioral differences. Furthermore, rsfMRI was used to compare functional connectivity within and between auditory and reward regions for BW and controls. Results show less functional connectivity between the left and right auditory cortices in BW as compared to controls, further suggesting differences in auditory access to the reward system in musical anhedonics. Together, results suggest that musical anhedonia is associated with both structural and functional differences in connectivity between the auditory and reward systems.

**Poster # 41**
**Time-Frequency Effects of Syntactic Violation in Music, Language, and Rhythm**
**Presenter/s:** Juho Daniel Lee, Christine Mathew  
**Advisor/s:** Psyche Loui
Rhythm is an essential component in both music and language. This study contributes to the characterization of music and language processing by investigating to what extent rhythmic changes are processed similarly from musical and linguistic syntactic violation, thereby. With stimuli adopted from Slevc et al. (2009), participants read sentences that were paired with tonal chord progressions, and answered a comprehension question after each sentence, while their EEG was recorded. At predetermined critical time windows within each trial, we manipulated linguistic, musical, and rhythmic expectancy separately: Linguistic syntax was violated using syntactic garden-path sentences, musical syntax was violated using out-of-key chords, and rhythmic expectancy was violated by presenting segments early or late. Time-frequency analysis of EEG showed higher beta activity around 800ms after the critical time window in the linguistically unexpected compared to the musically unexpected condition. Higher beta activity around 100ms was observed in the rhythmically late compared to rhythmically early condition. Moreover, the early rhythmic condition showed more bilateral activity while the late rhythmic condition showed left-lateralized activity. Inter-trial phase coherence was increased in the beta band during the expected (rather than actual) onset of the critical time window. Results show differences between frequency and phase for the processing of musical, linguistic, and rhythmic information. These findings may have implications for rehabilitation strategies in clinical populations with communication disorders.

**Poster # 42**
**Hearing Creatively: Default Network Selectively Synchronizes to Auditory Cortex in Jazz Improvising Musicians**
**Presenter/s:** Alexander Belden  
**Advisor/s:** Psyche Loui
Jazz improvisation offers a model for creative cognition, as it involves the real-time creation of a novel, information-rich product. Previous research has shown that when jazz musicians improvise, they recruit medial and dorsolateral prefrontal cortices, which are part of the Default Mode (DMN) and Executive Control (ECN) Networks respectively. Here, we ask whether these task-fMRI findings might arise from intrinsic differences in functional connectivity. We compare resting state fcMRI of ECN and DMN among jazz improvisers, classical musicians, and non-musicians. We seeded regions of interest in
the medial prefrontal cortex, within the DMN, and the dorsolateral prefrontal cortex from the ECN, and compared the correlation patterns from each ROI across the three subject groups (all results p<0.05 cluster-corrected). We found higher resting state connectivity in jazz improvisers than classical musicians between the mPFC and the middle temporal, angular, and postcentral gyri. In contrast, all musicians showed increased connectivity from left dorsolateral prefrontal cortex, a region of the left ECN, to other frontal regions, including the frontal pole and the anterior division of the cingulate gyrus. Results show that long-term training is associated with increased functional connectivity in specific resting state networks. While general musical training is associated with executive control functions, the finding that the Default Mode Network is more synchronized with other cortical regions in jazz improvisers is consistent with the hypothesis that real-time musical creativity relies on access to spontaneous thought processes.

**Poster # 43**
**Multi-Level Network Analysis of Structural and Functional Neuroimaging Data**
Presenter/s: Han Yang Tay
Advisor/s: Psyche Loui
The human brain is an immensely complex network comprising $10^{12}$ neurons which communicate via approximately $10^{15}$ synapses in dynamic patterns of activity, which guide our behaviour, encode and retrieve memories, and subserve consciousness. Using a network science approach, we ask how the brain is intrinsically organised into structural and functional networks, and how these networks might complement each other at local and global levels.

**Poster # 44**
**FEMININE HONOR IN WORK CONTEXTS**
Presenter/s: Sophia Antonio
Advisor/s: Patricia Rodriguez Mosquera
According to the multifaceted construct of honor, there are four major honor codes including morality based, family, masculine and feminine honor (Rodriguez Mosquera, 2016). Across different cultural and social groups, the importance of each code varies. Prior research has shown that gendered honor codes prescribe appropriate behaviors for men and women, thereby contributing to a culture’s gender ideologies. Interestingly, previous research has now examined the dynamics of gendered honor codes in work contexts. We present a novel study on feminine honor in work contexts. More specifically, the aim of this study was to investigate the perceived consequences of a lack of feminine honor in work contexts. To this end, we manipulated a violation of feminine honor in terms of a lack of modesty (i.e., flirting). Participants ($n = 247$) were randomly allocated to a lack of feminine honor (experimental) or a control condition. Results show that a perceived lack of modesty in work contexts has negative work-related consequences for women, for example, participants in the experimental condition were less likely to promote the female actor compared to participants in the control condition.
Poster # 45
THE ROLE OF SITUATIONAL FACTORS IN RESPONSES TO ACADEMIC HONOR CODE VIOLATIONS
Presenter/s:  Coey Li
Advisor/s:  Patricia Rodriguez Mosquera
Morality-based honor is about being known or perceived as moral and trustworthy (Rodriguez Mosquera, 2016). The Wesleyan Academic Honor Code is an example of morality-based honor, because it outlines a very specific set of behaviors that are considered moral for all members in the Wesleyan community. Our goal, in the current study, was to explore how knowledge on factors that contribute to the violator's decision influences observers' perception of the nature of the violation. Undergraduate participants (n = 79) read a scenario that involved an Academic Honor Code violation by a Wesleyan student. Violator’s display of shame and the presence of another priority were manipulated in different conditions. Some key findings are: 1) Participants tended to be punitive to the violators, and they preferred a less severe form of punishment to a more severe one; 2) Participants rated student’s failure to self-restrain from immoral behaviors as the most important reason for punishing the violator. In sum, although in general the participants disliked being the punisher, participants punished peers for immoral behaviors that were not in accordance with the Academic Honor Code.

Poster # 46
SOLIDARITY: IN-GROUP VS. OUT-GROUP
Presenter/s:  Harry Stanton
Advisor/s:  Patricia Rodriguez Mosquera
Morality-based honor is focused on a self- and social-image as honest and trustworthy (Rodriguez Mosquera, 2016). Research on honor has tended to focus less on morality-based honor compared to other honor codes (e.g., family honor). Academic honor codes are an example of morality-based honor as these codes include explicit rules and standards for what constitutes honest and dishonest behavior. In this study, we examined the role of solidarity with an in-group in emotional responses to an academic honor code violation by in-group members. Undergraduate participants (N = 100) will respond to an honor-code-violation between two teammates on a sports team at Wesleyan (data collection is ongoing). A key expectation is that participants who are in-group members (athletes) will view the violators less negatively than participants who are out-group members (non-athletes). We expect solidarity to play a key role in explaining these differences in responses. The study's results will further our understanding of conflicts between in-group solidarity and morality-based honor.

Poster # 47
THE ROLE OF GROUP SOLIDARITY IN NORMATIVE BELIEFS ABOUT HONOR CODE VIOLATIONS
Presenter/s:  Amabel Jeon
Advisor/s:  Patricia Rodriguez Mosquera
Group solidarity is one of the components of in-group identification and is associated with a psychological attachment to the in-group, fostering a sense of belonging (Leach et al., 2008). However, little research has been done on instances when a component of in-group identification (e.g., group solidarity) clashes with a morality-based honor (e.g., academic honor code; Rodriguez Mosquera, 2016). We aim to examine student athletes on campus because of their potentially high sense of belonging to a group which could exhibit strong group solidarity. Undergraduate student athlete participants read and
responded to a scenario in which a student athlete violates the academic honor code by sharing the exam answers (violation condition), or a scenario in which a student athlete does not violate the academic honor code (control condition). The scenarios were created with common names that gender-matched with the participants. We aim to find a relationship between group solidarity and the participants’ responses to the scenarios. Data collection is still ongoing. The study’s results will further our understanding of in-group identification and behaviors.

**Poster # 48**
FEELING RULES, RULE REMINDERS AND ACADEMIC HONOR CODES
Presenter/s: Eden Jablon
Advisor/s: Patricia Rodriguez Mosquera
Humans are motivated to obey official and unofficial rules for a variety of reasons (e.g., respect for the law, moral values, identification with an in-group, etc.). This study examines the role of a reminder of an explicit rule, Wesleyan’s Academic Honor Code, in the context of academic dishonesty. More specifically, we examined the effect of a rule reminder of Wesleyan’s Academic Honor Code on responses to academic dishonesty, with particular emphasis on feeling rules (conventions of feeling). Undergraduate participants (N = 125) were randomly allocated to two conditions and presented with an identical scenario in which a student, “A”, copied portions of a paper from book chapters and articles. Participants in the experimental condition were given an introduction and final sentence that reminded them of Wesleyan’s Academic Honor Code. Key findings indicate that a rule reminder of the Academic Honor Code is not enough to increase the strength of feeling rules or worsen an appraisal of a violator. However, this may be because participants were already familiar with the Honor Code and therefore it already informed their understanding of academic dishonesty. In working towards a new conception of the Honor Code, we should bear in mind its interaction with moral identification and morality based honor, rule orientation, and in-group identification. The Honor Code is living and negotiable, not static.

**Poster # 49**
IS PLAGIARISM BIASED?
Presenter/s: Emma Distler
Advisor/s: Patricia Rodriguez Mosquera
Morality-based honor refers to behaving correctly and being known as someone who is honest and trustworthy (Rodriguez Mosquera, 2016). Feeling rules refers to the socially shared norms that influence how people expect to feel in a given situation (Hoschchild, 1979). Because there is very little research conducted on how morality-based honor operates with regards to in-group and out-group members, our study focuses on how cultural and ethnic background impacts the emotional response to an in-group or an out-group member that violates the Academic Honor Code, which is representative of morality-based honor because these codes and expectations are standard for what is considered to be honest and dishonest behavior. In this study, we focused on feeling rules and appraisals with regards to a violation of the academic honor code. Undergraduate participants (European-American and East-Asian American) responded to a student who committed an act against the honor-code (plagiarism). In order to manipulate whether the rule-breaker is the in-group or out-group member, we changed the name of the rule breaker. Data collection is still ongoing. The study’s results will advance our understanding of how group processes affect perceptions of morality-based honor codes.
**Poster # 50**
FEELING AMERICAN: MUSLIM AMERICAN IDENTIFICATION AND EMOTION

**Presenter/s:** Sifani Sohail
**Advisor/s:** Patricia Rodriguez Mosquera

In the fraught sociopolitical climate of modern America, how do Muslim Americans’ identities affect their emotions? Previous research has shown that devaluation of U.S. Muslims during the 2016 election affected Muslim Americans’ emotional experiences, but literature investigating the relationship between identification and emotion has largely ignored the Muslim American population. The present study explored the relationship between identification and the emotions of anger, fear, and sadness in 89 Muslim Americans. Participants responded to questions about Muslim and American identification, as well as their appraisals, feelings, action tendencies and coping responses in reaction to the devaluation of U.S. Muslims. Strength of both Muslim and American identification was high among participants; high levels of anger, fear and sadness were also observed. Both Muslim and American identification had different relationships with feelings, action tendencies and coping responses. Overall, Muslim identification was positively associated with anger and religious coping and seemed to drive positive responses to address the devaluation experienced. American identification was negative associated with anger and positively associated with disengagement and seemed to drive responses avoiding the situation. This study contributes to research investigating the relationship between identification and emotional experiences and adds to the scarce literature on Muslim Americans in this field, showing that both Muslim and American identification have a significant impact on Muslim Americans’ emotional experiences.

**Poster # 51**
A Pilot Study Comparing Two Approaches to Cognitive Training in Psychotic Disorders: Effects on Cognition, Symptoms, and Functioning

**Presenter/s:** Julia Lejeune
**Advisor/s:** Matthew Kurtz

Cognitive impairment is a core feature of schizophrenia. Deficits in cognition are independent of clinical symptoms, resistant to antipsychotic medication, and are one of the most reliable predictors of functional outcome. Cognitive Remediation (CR) is an avenue of behavioral treatment designed to enhance cognition and, in turn, daily living skills and psychosocial functioning. Two CR models have been identified as effective in schizophrenia: the drill-and-practice approach and the strategy-based approach. The present study is the first to compare the two models directly in a randomized controlled trial. 14 clinically stable outpatients with psychotic disorders completed a three-month trial of either a computerized drill-and-practice program (PSSCogRehab), a strategy-based compensatory cognitive training group (CCT), or treatment as usual. Consistent with past research (Cella et al., 2016; Twamley et al., 2012), both CR groups improved in clinical symptom severity. Additionally, CCT produced improvement in self-efficacy. To date, significant changes have not been observed in cognition or psychosocial function. While a larger sample size is needed before meaningful conclusions can be drawn about the efficacy of either treatment protocol, initial results regarding symptoms and self-efficacy are promising. Moreover, high attendance rates indicate the feasibility and success of CR implementation in the public sector.
Poster # 52
Children's Use of Social Category Information in Predicting Social Relationships
Presenter/s: Vivian Liu
Advisor/s: Anna Shusterman
Previous research has shown that children form concepts of social categories, exhibit a preference for members of a social category, and demonstrate essentialist reasoning about social categories from a young age. The current experiment sought to connect research between these aspects to examine how children use information about a social category to evaluate relationships. We hypothesize that older children would reason under a causal framework based on increased understanding of the different underlying reasons for each relationship, while younger children would reason under an associative framework, seeing a social category as a cross-cutting factor that underpins a sense of common membership across a variety of relationships. In Experiment 1, children were asked to predict from a series of faces which two children belonged in a specific relationship (family, friend or neighbor) with the target child. There was a significant interaction between relationship type and children’s response, and an age effect such that this pattern held for older but not younger children. We explored another social category, gender, in a pilot study Experiment 2. Future studies should examine children's response pattern across other social categories to investigate how essentialist beliefs fluctuate based on category-based inference and the social categories being assessed.

Poster # 53
Start With Yourself: A Teacher Intervention for Socioemotional Growth and Modeling
Presenter/s: Natalie May
Advisor/s: Anna Shusterman
Teachers serve as important models for children’s learning, particularly in social domains. Research has demonstrated the importance of children developing social and emotional skills at a young age because of their effect on academic performance and social success in school and correlation with later life outcomes, such as higher job performance and lower rates of “at risk” behaviors (Suldo, Gormley, DuPaul, & Anderson-Butcher, 2013). Existing socioemotional learning (SEL) models have demonstrated varying levels of success in improving student’s socioemotional skills, but these programs primarily serve parent and child populations, and often struggle to produce sustainable outcomes. Several researchers have suggested the importance of a teacher-focused model for SEL training because of their direct role in implementing programming in the classroom and their connection to students. However, the teacher perspective is not well represented in the existing intervention literature. The current study demonstrates the development, pilot outcomes, and iterative revision process of an intervention for early childhood teachers aimed at increasing their own strategies for emotional self-regulation and modeling these skills to their students.

Poster # 54
Is The Big Five Personality Model Applicable Cross-Culturally?
Presenter/s: Katie Vasquez
Advisor/s: Steven Stemler
In the current study, we find evidence that The Big Five personality model is not applicable to all cultures. In the past, personality researchers have claimed that this five factor model is culturally universal. However, more recent research supports differences in personality structure primarily in non-Western cultures. A sample of adults from India
were given a personality test that prompted them with various statements. Participants were asked to report their level of agreement using a Likert scale. We then ran factor analyses in order to find the model that best fit this sample. We found that a five factor model emerged but openness to experience and agreeableness converged into one factor and polychronicity emerged as a unique factor.

**Poster # 55**  
**Who Gives You Advice? Conflict Resolution in College Students**  
Presenter/s: Samantha Schreiber  
Advisor/s: Steven Stemler  
There is a large body of literature dedicated to conflict resolution; however, the vast majority of examples found in this literature have little to do with the challenges facing college students. Yet, college students are at a very formative time in their lives and are in an environment that fosters conflict. Furthermore, most students don’t have access to, or know about, the resources and literature that could be beneficial to them when resolving conflicts. This study sought to investigate what types of conflicts college students generally face, with whom they have these conflicts, and who they turn to for advice to help resolve their conflicts. Participants took part in an interview where they were asked a series of questions related to their experiences with conflict and advice seeking in the college. It was found that college students mainly have conflicts with friends, professors, and roommates. Also rather than reading or searching for written literature, most students prefer to go to friends and parents for advice. Consequently, we are currently developing a virtual interface for Amazon’s Alexa in an effort to get insights from conflict resolution research to college students via a medium they will actually use.

**Poster # 56**  
**The ABC’s of Citizenship**  
Presenter/s: Rachel C. Kantor  
Advisor/s: Steven Stemler  
Citizenship is the most frequently cited theme in school mission statements in the United States¹. The purpose of this study was to create and utilize an assessment that addressed the attitudes, behaviors, and cognitions related to citizenship. A sample of 487 students from eight schools in Connecticut completed this exam during a 30-minute period, while teachers evaluated students individually on civic engagement. It was found that behavior was the only significant predictor of student civic engagement. This highlights the error in the norm of teaching and assessing students’ civic engagement with civic knowledge questions, and encourages consideration of more effective methods for the teaching of citizenship.

**Poster # 57**  
**The Purpose of Schooling: A Longitudinal Assessment**  
Presenter/s: Jordan Legaspi  
Advisor/s: Steven Stemler  
What is the purpose of school? One approach to answering this question has come from analyzing school mission statements. In 2001, Stemler & Bebell pioneered a quantitative technique for systematically coding mission statements according to their dominant themes and applied their codes to a truly random sample of high school mission statements from Massachusetts. The timing was significant as it just pre-dated the introduction of high-stakes exit exams mandated by the No Child Left Behind Act of 2002. The mission statements of these same schools were collected anew in 2006 when
NCLB was in full swing and have just been collected anew once again in 2017 after NCLB, Race to the Top, and Common Core Testing appear to have finally run their full course. In this study, the mission statements of these schools were compared over time to examine the extent to which thematic changes occurred over time. The results suggest that emotional and cognitive development remained consistently highly discussed purposes of schooling over time. However, In 2001 schools placed a greater emphasis on providing a safe and secure environment v. an academically challenging environment (76.6% vs 32.6%) but by 2017 those two themes evolved to be of equal importance (57.8% vs 57.8%)

**Poster # 58**
**The Creative Minds of Tortured Souls: The Relationship Between Creativity and Mental Disorders**
Presenter/s: Joshua Usdan  
Advisor/s: Steven Stemler  
What is the relationship between mental disorders and creativity? This thesis addresses this age-old question using a case study approach. Three artists, Vincent Van Gogh, Edvard Munch, and Michelangelo Merisi da Caravaggio, will be discussed in these case studies, as they are all exceptionally well known for their artistic and creative talent as well as their experiences with pathological behaviors and symptoms. With these case studies, the neurological, environmental, affective, behavioral, cognitive and motivational features of mental disorders will be analyzed in order to obtain a holistic understanding of how mental illness can spur creativity, and for a select few, function as the origin of creative genius. While it can be difficult to draw generalizable conclusions about the relationship between creativity and mental disorders from such a small sample, this thesis will illustrate the extent to which mental disorders can play instrumental roles in the creative processes of artists. An important common element of this relationship, as observed for all three artists, is that mental disorders can inspire and compel artists to pursue greater levels of self-expression as well as artistic skill. One of the primary objectives of this thesis is to obtain an understanding of the positive aspects of mental disorders. Hopefully, by focusing on these positive elements, the negative societal branding of mental disorders will be called into question, and an acceptance, appreciation, and celebration of those afflicted, and the sources of their creativity, will be promoted.

**Poster # 59**
**Cross Cultural Communication and Study Abroad**
Presenter/s: Yiran Ouyang and Elizaveta Kravchenko  
Advisor/s: Steven Stemler  
The purpose of this ongoing study is to investigate the degree to which study abroad, an immersive experience in a country different from a person’s home, increases college students’ level of cultural competence through effective utilization of speech acts. A sample of Wesleyan University students participating in a study abroad program will complete a cultural competence survey focused on verbal communication before and after the study abroad experience, with questions specific to their destination country. A group of Introduction to Psychology students will also complete the metric to allow for contrast with individuals who are less exposed to campus diversity and abroad experiences. The responses will be compared with a norm group comprising of a sample of individuals currently living in each given country, and analyzed with respect to demographic data and previous international experience of each student.
Poster # 60
**Teacher Ratings of Student Creativity Show Ethnic Biases**
Presenter/s: Jenny Chelmow, Sydney Riddick
Advisor/s: Steven Stemler
Creativity is the ability to produce something both original and useful. It requires one to make use of their own ideas to create something that can be deemed original. Creativity is an inherently subjective process and therefore can be difficult to measure. This study aimed to explore what factors affect subjective ratings of creativity, and how scores from subjective measures compare to those of objective tests. Children from K-12 schools across Connecticut were given objective creativity tests to measure three important creative processes: adaptability, mental flexibility, and divergent thinking. Teachers were asked to rate each student in their class on levels of creativity. Teachers rated Asian and White students as significantly more creative than Black and Hispanic students, even though the objective test results revealed no statistically significant differences by ethnicity. In short, teachers’ ratings of creativity showed significant differences by ethnicity in ways that the objective tests did not. The ethnic bias found in teachers’ ratings of their students’ creativity, coupled with the lack of any significant ethnic differences on objective performance, highlight the threat of implicit racial bias in subjective tests and make a powerful argument in favor of the use of objective assessment.

Poster # 61
**The Jury's Out: An analysis of juror perception of child eyewitnesses and whether such perceptions are valid**
Presenter/s: Ilaria Schlitz
Advisor/s: Jessica Karanian
Despite being largely connected, research into juror perception of child eyewitnesses and child memory currently exist in very separate spheres. In this paper I analyzed 23 experiments related to jurors’ beliefs about child eyewitnesses, and integrated the results with what we know about child memory. At the start of this process I expected to find that jury members vastly underestimate the memory and reliability of children. While my analysis revealed that children are perceived as less reliable than adults under certain circumstances, it also revealed that children are frequently perceived as equally as reliable as adults, if not more so. This is encouraging given that evidence shows children are able to form coherent, detailed memories beginning around 5-years-old. Also of note, my analysis revealed that guilt judgments appear to be made separate from judgments of other dependent measures (e.g. accuracy, honesty, confidence). My original intention was to create a set of recommendations for the court system at the end of this process; however, as I discuss in this paper a number of holes in the research emerged that made this difficult. As a result, I was only able to make a preliminary set of recommendations, which will be discussed.

Poster # 62
**Mental Health Mediates the Relationship between High-intensity Physical Activity and Daytime Dysfunction Among Emerging Adults at University**
Presenter/s: Lauren Conte, Grant Hill, Jamie Hom
Advisor/s: Royette Tavernier
Past research shows overwhelming support for three different relationships: physical activity and sleep, physical activity and mental health, and mental health and sleep.
However, few studies have examined associations among physical activity, mental health and sleep within the same study – and more specifically, among emerging adults at university. The present study, therefore, examined whether mental health is one mechanism that may explain the negative relationship between high-intensity physical activity and daytime dysfunction (as perceived as an outcome of poor sleep). Participants were 187 (66% female, Mean age = 20.4 years old, SD = 1.80 years) emerging adults at a small, liberal arts university. Survey assessments included mental health (depression, anxiety, and stress), sleep-related daytime dysfunction, and frequency of low-, moderate, and high-intensity physical activity. Tests of mediation based on Baron and Kenny’s (1985) approach (controlling for age, gender, family income, parent education, and self-esteem) indicated that more frequent high-intensity physical activity predicted lower depression and stress, which, subsequently, predicted lower daytime dysfunction. Mental health, therefore, may be an important mechanism linking physical activity and daytime dysfunction. Future research is needed to confirm the directionality of these proposed paths.

Poster # 63
From Storm to Recovery: Narratives of Adjustment Among Youth from Dominica Post-Tropical Storm Erika
Presenter/s: Tamare Adrien, Lorena Fernandez, Ray Peters
Advisor/s: Royette Tavernier
The experience of a natural disaster has been associated with a host of negative psychological outcomes (e.g., PTSD). Natural disasters upset the normal day-to-day functioning of individuals through depleted physical, cognitive, and interpersonal resources. There is a lack of research examining subjective experiences of natural disasters among youth from the Caribbean. In the present study, we collected narratives from 278 high school and college students, as part of a larger study on stress, coping, and resilience, among youth in Dominica, at 6 months following the experience of tropical storm Erika. Participants (60.1% female, Mean age = 18.06, SD = 1.69) responded to the open-ended question, “In general, describe how Tropical Storm Erika has affected your life (and the life of your family). How has your life changed since the storm? And how have you been coping?” The following seven themes emerged from the narratives: Changed outlook on life (31, 11.2%); Resource depletion (79, 28.4%); Loss of life (32, 11.5%); Outlook on spirituality (18, 6.5%); Psychological adjustment (58, 20.9%); Interpersonal relationships (47, 16.9%); and Not affected (112, 40.3%). Findings of this study have important implications for post-disaster recovery programs among youth.

Poster # 64
“Do You Fear Being Without Your Smartphone?” Implications for Sleep and Mental Health Among Emerging Adults at University
Presenter/s: Audrey Konow, Jhanelle Thomas, Gabby Vargas
Advisor/s: Royette Tavernier
Nomophobia (No-Mobile Phone Phobia) is defined as the fear of being without one’s Smartphone. Understanding the implications of nomophobia among emerging adults is particularly important, given both the widespread use of Smartphones and the unique transitions that characterize this developmental age period. The present study assessed whether nomophobia was associated with sleep-wake timing, perceived sleep problems, and mental health. Participants were 187 (66.3% female; Mean age = 20.40, SD = 1.80) emerging adults at university, who participated in a two-part study on university
adjustment. Results showed that females reported higher nomophobia than males. T-test analyses indicated that participants with high nomophobia had significantly worse mental health (higher depressive symptoms, anxiety symptoms, and stress), relative to those with low nomophobia. Hierarchical regressions (controlling for demographics, self-esteem, and parental relationship quality) indicated that nomophobia was not associated with sleep-wake timing (i.e., bedtimes and wake times) but was a positive concurrent predictor of total sleep problems. Results shed light on possible implications of Smartphone use for sleep and mental health. However, future research is needed to determine the direction of effects among nomophobia, sleep, and mental health and to unpack the mechanisms of these associations.

Poster # 65
Mindfulness Attention Awareness Predicts Better Sleep Quality Among Emerging Adults at University
Presenter/s: Jacqueline Leete, Alexandra Riedel, Leslie Maldonado
Advisor/s: Royette Tavernier
Emerging adulthood is an important developmental period. Additionally, university specifically brings a myriad of unique stressors. Emerging adults are at risk for both poor sleep and mental illness. Mindfulness interventions have been shown to improve sleep among clinical and at-risk samples, but little is known about whether mindfulness is linked to specific components of subjective sleep among emerging adults at university. The present study examined whether mindfulness was a significant concurrent predictor of 5 components of sleep quality, as well as global sleep problems. Results of hierarchical regression analyses (controlling for demographics, diagnosis of mental illness, daily stressors, and self-esteem) indicated that mindfulness was significantly associated with shorter sleep onset latencies ($\beta = -.205, p = .012$), better subjective sleep quality ($\beta = -.221, p = .006$), lower daytime dysfunction ($\beta = -.348, p < .001$) and lower global sleep problems ($\beta = -.350, p < .001$). Future research is needed to determine whether sleep might mediate the association between mindfulness and mental health.

Poster # 66
Dimensional and Dichotomous Understandings: A Historical Analysis of Clinical Insight Scales
Presenter/s: Alexandra Riedel, Ruth Chartoff, & Jules Chabot
Advisor/s: Jill Morawski
Clinical “insight” is a commonly misunderstood concept; definitions of insight vary from conscious awareness of unconscious conflicts to awareness of a psychiatric illness. Conceptual and empirical discourses on insight have changed over time, across historical fluctuations in dominant theoretical paradigms. For example, during the latter half of the 20th century, there was a broader shift from psychodynamic to behavioral and biomedical paradigms for conceptualizing mental distress. As biomedical understandings became prominent, insight largely became associated with treatment adherence because of its perceived associations with improvements in medication compliance and desire for treatment (McEvoy et al., 1980). The present study examined the historical operationalization of insight in clinical scales. One hundred seventy randomly sampled PsycINFO journal articles from the 1940s to 1990s yielded a subsample of 14 articles which specifically referenced clinical insight scales. Sixteen scales from the 1950s to 1990s were selected. The coding category “diachronic,” implying change over time, was divided into subcategories “dimensional,” implying change in degrees, and
“dichotomous,” implying acquisition or loss. Thirteen scales were dimensional, and three were dichotomous. These results support previous scholarship suggesting that insight was largely conceptualized as dimensional in the mid- to late-20th century. Implications and future research will be discussed.

Poster # 67
Iraqi and Syrian Refugees in Connecticut: Perceptions of Integration
Presenter/s: Serene Murad
Advisor/s: Robert Steele and Shellae Versey
This research explores the experience of resettlement and seeks to understand integration from the perspective of refugees themselves. Refugees’ own narratives are prioritized in an investigation of the concept of integration. By providing a comparison between two nationalities of refugees (Syrian and Iraqi), this research also seeks to address a primary limitation in refugee literature that lumps all refugees into one category. Following an inductive approach to avoid imposing pre-existing definitions of understanding, this project utilizes a participant-directed model that allows participants to determine the direction of conversation. Using a qualitative analytic approach, patterns and emergent themes were identified to highlight facilitators and inhibitors of achieving a successful life in the US. Results indicate that Iraqi and Syrian participants differ significantly in their engagement with their own ethnic communities. Greater attention should be given to discrepancies in experiences for more targeted policy interventions at the local level.

Poster # 68
Aging in a Gentrifying Harlem
Presenter/s: Campbell Silverstein, Andrew Logan, Serene Murad, Ariana Lewis, Paul Willems, Justin McIntosh, Mubarak Sanni
Advisor/s: Shellae Versey
Social engagement and community connectedness are important to elders who desire to remain in their communities and homes, referred to as “aging in place”. Gentrification yields negative social and psychological effects, especially among the elderly. The current study follows a qualitative approach to better understand diverse experiences of long-term, older African American residents living in a gentrifying neighborhood - the Central Harlem neighborhood of New York City. Using a qualitative approach, group interviews were collected across nine senior housing sites (N = 98) in a historically African American neighborhood in New York City. Research questions examined how older African American adults (M = 76 years of age) ‘staying put’ in a gentrifying neighborhood perceive changes in their social networks and larger neighborhood community. The results showed major themes containing conflicting narratives and four broad realms of change that influenced both personal and collective senses of place ownership and place identity. These realms of change are categorized into political, economic, physical and social. These findings have implications for researchers examining the effects of gentrification on aging adults, who have limited options, financially and for relocation.
Poster # 69
Black Girls Run!: Can Social Media Support Healthy Lifestyle Choices?
Presenter/s: Saakshi Kakar, Eunice Lee, Guilu Murphy
Advisor/s: Shellae Versey
In this study, we examined factors that inform African American women’s choices to maintain physical activity and the barriers they encounter in doing so. Using an interview transcript from a focus group study of the members of Black Girls Run! (BGR), a movement founded in 2009 to encourage African American women to be active and make healthy living a priority, a thematic analysis was used (N = 8; aged 41 - 47) to analyze responses. Participants were selected by a local snowball sampling method, focusing on a chapter of BGR in an urban area (Philadelphia, PA) where obesity rates are among the highest in the nation for African American women. Multiple themes emerged from the thematic analysis including encouragement types and tools (e.g., social support from family and friends, social media), body perceptions, race, barriers and obstacles. Social support was frequently discussed as important to maintaining one’s engagement with exercise and maintaining healthy lifestyle. Social media was a primary tool that served as a platform for support and sense of community. Social media appeared to encourage healthy behaviors and lifestyle choices for African American women in our sample through information sharing, support community, and representation.