FRONT COVER

68th Annual Meeting

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION

March 23 - 26, 2022

Marriott Hilton Head Resort & Spa

Hilton Head, South Carolina
2022

ANNUAL MEETING PROGRAM

SOUTHEASTERN
PSYCHOLOGICAL ASSOCIATION

68th Annual Meeting

Marriott Hilton Head Resort & Spa

Hilton Head, South Carolina

March 23rd - 26th, 2022
SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION
Officers and Executive Committee, 2021-2022

President  Rihana Mason
Past President  Sharon Pearcey
President-Elect  John N. Bohannon
Secretary-Treasurer  R. Christopher Qualls
Members-at-Large  Kelly Cate
  Brooke Bennett-Day
  Audrey Parrish

Director, Continuing Education  Jared W. Keeley
Historian  James L. Pate
Newsletter Editor & Social Media Chair  Chuck Robertson

Committee Chairs:

2022 Meeting Program Committee  John N. Bohannon
Election Committee  Sharon Pearcey
Committee on Equality of Professional Opportunity  Linda Jones
Co-chair, CEPO/Psi Chi Undergraduate Research  Linda Jones
Co-chair, CEPO/Psi Chi Undergraduate Research  Jenny Mason
CEPO JEDI Award  Rihana Mason
Committee for Outstanding Professional Paper Award  Brooke Bennett-Day
Committee for Graduate Student Research Award  Audrey Parrish
Committee for Early Career Research Award  Kelly Cate

Mentor Award Committee  Rihana Mason
ATTENDEES MAY DOWNLOAD THE SEPA ANNUAL MEETING APP TO THEIR MOBILE DEVICES AT NO COST

A LIMITED NUMBER OF PRINTED PROGRAMS ARE AVAILABLE FOR PURCHASE AT THE REGISTRATION DESK ($10 PER COPY)

FOLLOW SEPA ON SOCIAL MEDIA:

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Instagram: @the_sepa

Facebook: @theSEPA
Southeastern Psychological Association
Code of Professional Conduct

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

Harassment includes, but is not limited to:

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

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

** - this Code of Professional Conduct was adapted with permission from the Western Psychological Association.
2022 SEPA Program Committee

William Aitken
Anisah Bagasra
Debora Baldwin
Pamela Banks
Derek Becker
Kevin Bolinsky
Amy Borchardt
Stefanie Boswell
Lyn Boulter
Sheila Brownlow
Keith Burton
Edward Callen
Tsu-Ming Chiang
William Collier
Millie Cordaro
Julie Costopoulos
Christy Cowan
Jilliam Dawes
Shoshana Dayanim
John DeFord
Sebastian Del Corral Winder
Christopher Downing
Erin Dupuis
Gregory Duthey
Laura Eddy
Meredith Elzy
LeAnne Elzy
Kim Ernst
Carmen Farrell
Tiffani Fletcher
Melanie Fowler
Scott Frein
Mike Friedline
Mary Ellen Fromuth
Jeffrey Gibbons
Samuel Gontkovsky
Leilani Goodman
Winford Gordon
Jeffery Gray
Cassandra Groth
Pinar Gurkas
Cynthia Hall
Lily Halsted
Paul Harris
Amanda Howard
Kyle Huff
Charles Huffman
Jennifer Hughes
Nico Iannone
Walter Isaac
Sandra Jemison
Todd Joseph
Hayley Kamin
Kristopher Kimbler
Jennifer Klebaur
Cynthia Kreutzer
Cindy Lahar
Candace Lapan
Antonio Laverghetta
James Loveless
Randy Lowell
Elizabeth MacDougal
Gina Mariano
Benjamin Marsh
Jenny Mason
Abby Meyer
Meg Milligan
Erin Moore
Beverly Myers
Charles Negy
Donna Nelson
Steve Nida
Marie Nix
Cecile Nowatka
Allison O’Leary
Melissa Paiva-Salisbury
Audrey Parrish
James Pate
Sharon Pearcey
Brian Pope
Frank Provenzano
Sharon Richards
Deborah Richardson
Rashunda Richardson
Chelsea Robertson
Joshua Rodefer
Lisa Ross
Ingeborg Saenz
Jennifer Samson
Genelle Sawyer
Stacy Sechrist
John Shelley-Tremblay
Lori Sheppard
David Shields
Ellen Sigler
Starlette Sinclair
Merry Sleigh
M. Katrina Smith
David Solomon
Benjamin Stephens
Jutta Street
Charles Talor
Andrew Terranova
Hannah Thomas
Kelli Thompson
Susan Thorson-Barnett
Mary Utley
Katherine Van Allen
Douglas Waring
David Washburn
Sabina Widner
Jennifer Willard
Dawn Witherspoon
Wendy Wolfe
Trent Wondra
Erin Wood
Kimberly Wood
Chrysalis Wright
Tammy Zacchilli
Sally Zengaro
Christine Zigler
GENERAL INFORMATION

HEADQUARTERS for the 2022 SEPA annual meeting is the Marriott Hilton Head. Unless otherwise indicated in the program, all meeting-related events will take place in the hotel meeting spaces.

REGISTRATION is in the Leamington Ballroom foyer. Everyone who is attending the meeting must register and wear the SEPA identification badge at all times.

ADVANCE REGISTRATION: If you have registered in advance, come by the SEPA registration desk to pick up your identification badge.

ON-SITE REGISTRATION: Register as soon as possible after you arrive. The SEPA registration, information, workshop, and membership desks are located in the ballroom foyer area and will be open as follows:

- **Wednesday**: 4:00 pm - 7:00 pm
- **Thursday**: 8:00 am - 3:00 pm
- **Friday**: 8:00 am - 3:00 pm

<table>
<thead>
<tr>
<th>On-Site Registration Categories:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$150</td>
<td>SEPA members or Affiliate members whose dues are current</td>
</tr>
<tr>
<td>$130</td>
<td>Advanced graduate student members whose dues are current (2 years or more in their degree program)</td>
</tr>
<tr>
<td>$130</td>
<td>Student members whose dues are current</td>
</tr>
<tr>
<td>$210</td>
<td>Non-members (Professional, Affiliate, Graduate students w/ 2+ years in program)</td>
</tr>
<tr>
<td>$175</td>
<td>Student non-members (Undergraduate or Graduate students w/ fewer than 2 years in program)</td>
</tr>
<tr>
<td>$95</td>
<td>Non-psychologist Spouse/Partner</td>
</tr>
<tr>
<td>$75</td>
<td>Guest - child between 10-17 years of age</td>
</tr>
<tr>
<td>$50</td>
<td>Guest - child under 10 years of age</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

HOTEL FLOOR PLAN - see pp. 13-14 of this program.

MASTER SCHEDULE - for a “quickview” of the daily schedule of sessions and events, see pp. 137-142 of this program.

WORKSHOPS for Continuing Education credit are scheduled throughout the meeting. See sessions A-R at the beginning of the meeting schedule (pp. 20-37). Workshop registration is located in the main lobby of the hotel. SEPA registration is a prerequisite to workshop registration.

CONTINUING EDUCATION CREDIT will be offered for presentations of the SEPA Invited Speakers and other selected sessions. Each of these sessions will offer one hour of CE credit for a fee of $25 per hour. Information on registration and payment will be available on-site at the meeting. Persons who verify their attendance, remit payment, and submit an evaluation form for these sessions will receive a CE certificate for each session attended.

POSTER SESSIONS are scheduled in the Leamington Ballroom.

EXHIBITS are located in the Leamington Ballroom. Hours of operation are Wednesday from 4:00 to 7:00 pm, Thursday from 8:00 am to 4:00 pm, Friday from 8:00 am to 4:00 pm, and Saturday from 8:00 am to 12:00 pm.

In a session on Thursday (3/24) at 2:00 pm in Leamington C, the finalists for the Outstanding Professional Paper Award will present their papers. This award program is funded through a grant from the American Psychological Association Science Directorate. The Award winner(s) will be announced at the Friday evening reception.

The SEPA Administrative Officer is responsible for all program-related arrangements (e.g., rooms for social functions or special meetings) and will make any necessary contacts and/or arrangements with the hotel. Please send any special requests to Tim Hanchon (tim.hanchon@citadel.edu) and the SEPA email (SEPA@citadel.edu).

Download the SEPA Mobile App!!

The 2022 meeting schedule is available for download in the Apple App Store or in Google Play. Search “SEPA68” to download the app and access the meeting schedule, program updates, etc. on your mobile device.
SPECIAL PROGRAMMED EVENTS

GOVERNANCE

Executive Committee Meetings:

- Wednesday, March 23rd 2:00 – 5:00 pm  Leamington A
- Saturday, March 26th 12:00 – 2:00 pm  Leamington A

Luncheon for Past Presidents:

- Friday, March 25th 12:00 – 2:00 pm  Blue Private Dining Room

SEPA Business Meeting – All attendees are welcome!

- Friday, March 25th 3:00 – 3:50 pm  Leamington A

INVITED ADDRESSES and INVITED SYMPOSIA

These psychologists’ presentations are invited and sponsored by SEPA and/or by affiliated organizations because their work is of significant interest to psychologists in many fields. Information about the speakers is available in the Annual Meeting mobile app.

CEPO PROGRAMMING

The Committee on Equality of Professional Opportunity (CEPO) is a standing committee of SEPA. Its purpose is to provide information about, and opportunity for, persons from groups that are under-represented in the organization or in the broader community of psychologists. The Chair of CEPO is an ex-officio member of the SEPA Executive Committee.
SEPA Sponsors

SEPA wishes to thank the following organizations for their sponsorship of the 68th Annual Meeting

Welcome Poster Session and Reception
Sponsored by
Humana Healthy Horizons of South Carolina
Wednesday, March 23rd
5:00 to 7:00 pm
Leamington Ballroom

Coffee Break
Sponsored by
USC Aiken
Friday, March 25th
8:00 to 10:00 am
The Basshead Deck*

SEPA Awards Reception
Sponsored by
American Psychological Association
Friday, March 25th
6:30 to 8:00 pm
The Basshead Deck**

Coffee Break
Sponsored by
Palo Alto University
Saturday, March 26th
8:00 to 10:00 am
The Basshead Deck*

*In the event of inclement weather, the coffee break will be served in the Ballroom Foyer
**In the event of inclement weather, the reception will be held in The Cafe (Lower Lobby)
## CEPO PROGRAMMING SCHEDULE

### Thursday, March 24th

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPO/Psi Chi Undergraduate Research Poster Session I</td>
<td>8:30 – 9:50 am</td>
<td>Leamington Ballroom</td>
</tr>
<tr>
<td>CEPO/Psi Chi Invited Address: The Cost of the Climb: Understanding and Centering Black Women's Experiences in College</td>
<td>10:00 – 10:50 am</td>
<td>Sabal Palm Ballroom</td>
</tr>
<tr>
<td>CEPO Conversation Hour: Undergraduate Publication Opportunities</td>
<td>11:00 - 11:50 am</td>
<td>Leamington B</td>
</tr>
<tr>
<td>CEPO Conversation Hour: Navigating the Professorate</td>
<td>12:00 - 12:50 pm</td>
<td>Leamington B</td>
</tr>
<tr>
<td>CEPO “JEDI” Award Oral Presentations</td>
<td>1:00 - 2:20 pm</td>
<td>Leamington F</td>
</tr>
<tr>
<td>CEPO/SEPA Invited Address</td>
<td>3:00 - 3:50 pm</td>
<td>Sabal Palm Ballroom</td>
</tr>
<tr>
<td>CEPO Business Meeting</td>
<td>8:00 - 9:00 pm</td>
<td>Palmetto Boardroom</td>
</tr>
</tbody>
</table>

### Friday, March 25th

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPO/Psi Chi Undergraduate Research Poster Session II</td>
<td>8:30 – 9:50 am</td>
<td>Leamington Ballroom</td>
</tr>
<tr>
<td>CEPO Conversation Hour: Resume Workshop for Undergraduates</td>
<td>11:00 – 11:50 am</td>
<td>Leamington F</td>
</tr>
<tr>
<td>CEPO Symposium: Women of Color in Psychology: Uncovering Dissertations from the Past</td>
<td>11:30 am - 12:50 pm</td>
<td>Leamington C</td>
</tr>
<tr>
<td>CEPO Roundtable: Securing NSF Funding for Addressing Diversity, Equity, and Inclusion</td>
<td>1:00 – 1:50 pm</td>
<td>Leamington C</td>
</tr>
<tr>
<td>CEPO/Psi Chi Undergraduate Oral Presentations</td>
<td>1:00 – 1:50 pm</td>
<td>Leamington F</td>
</tr>
<tr>
<td>CEPO Office Hour</td>
<td>2:00 - 2:50 pm</td>
<td>Palmetto Boardroom</td>
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</table>

### Saturday, March 26th

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPO/Psi Chi Undergraduate Research Poster Session III</td>
<td>8:30 – 9:50 am</td>
<td>Leamington Ballroom</td>
</tr>
</tbody>
</table>
PSI CHI PROGRAMMING SCHEDULE

Thursday, March 24th

CEPO/Psi Chi Undergraduate Research
Poster Session I
8:30 – 9:50 am
Leamington Ballroom

CEPO/Psi Chi Invited Address: The Cost of the Climb: Understanding and Centering Black Women’s Experiences in College
10:00 – 10:50 am
Sabal Palm Ballroom

Psi Chi Graduate School Forum: Q&A Session
12:00 - 12:50 pm
Leamington D

Psi Chi Faculty Advisor Event
Thursday, April 2nd
12:00 - 1:30 pm
Luncheon at The American Sector Restaurant
1035 Magazine St, New Orleans, LA 70130

Psi Chi Graduate School Q&A Forum
Thursday, April 2nd
2:00 - 2:50 pm
Borgne

Friday, March 25th

CEPO/Psi Chi Undergraduate Research
Poster Session II
8:30 – 9:50 am
Leamington Ballroom

Psi Chi Distinguished Speaker: Specific Processes of Intelligence and Relationships in Academic Learning (SPIRAL)
10:00 - 10:50 am
Sabal Palm Ballroom

Psi Chi Chapter Exchange
12:00 - 12:50 pm
Leamington E

CEPO/Psi Chi Undergraduate Oral Presentations
1:00 – 1:50 pm
Leamington F

Psi Chi Forum
2:00 - 2:50 pm
Sabal Palm Ballroom

Saturday, March 26th

CEPO/Psi Chi Undergraduate Research
Poster Session III
8:30 – 9:50 am
Leamington Ballroom
AFFILIATED ORGANIZATIONS and GROUPS

SEIOPA  Southeastern Industrial/Organizational Psychological Association
CAMPP  Council of Applied Masters Programs in Psychology
CUPP  Council of Undergraduate Psychology Programs
SWIM  Southeastern Workers in Memory
PSI CHI  International Honor Society in Psychology
AHDP  Association of Heads of Departments of Psychology
SEPCS  Society for Experimental Psychology and Cognitive Science

SEPA Evening Receptions

Welcome Reception

Wednesday, March 23rd  5:00 - 7:00 pm
Leamington Ballroom
(Poster/Exhibit area)

Presidential Reception

Thursday, March 24th  6:00 - 8:00 pm
The Basshead Deck (outdoors)*
Dessert & live music to follow (8-10 pm)

Reception Honoring Past Presidents and Award Winners

Friday, March 25th  6:30 - 8:00 pm
The Basshead Deck (outdoors)*

*weather permitting

The Friday evening reception honors SEPA’s Past Presidents. Additionally, recipients of the Mentor Award, Outstanding Professional Paper Award, Early Career Research Award, Graduate Student Research Award, the CEPO/Psi Chi Undergraduate Research Award, and the CEPO JEDI Award will be announced.

Join us for celebration and light hors d’oeuvres!
$ - Cash Bar - $
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954-55</td>
<td>John B. Wolfe</td>
</tr>
<tr>
<td></td>
<td>(Temporary during founding of SEPA)</td>
</tr>
<tr>
<td>1955-56</td>
<td>John B. Wolfe</td>
</tr>
<tr>
<td>1956-57</td>
<td>Nicholas Hobbs</td>
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<tr>
<td>1957-58</td>
<td>E. E. Cureton</td>
</tr>
<tr>
<td>1958-59</td>
<td>Winthrop N. Kellogg</td>
</tr>
<tr>
<td>1959-60</td>
<td>M. Curtis Langhome</td>
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<tr>
<td>1960-61</td>
<td>John F. Dashiell</td>
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<tr>
<td>1961-62</td>
<td>Stanford C. Ericksen</td>
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<tr>
<td>1962-63</td>
<td>Irwin A. Berg</td>
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<tr>
<td>1963-64</td>
<td>Susan W. Gray</td>
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<tr>
<td>1964-65</td>
<td>Louis D. Cohen</td>
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<tr>
<td>1965-66</td>
<td>Ralph Mason Dreger</td>
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<tr>
<td>1966-67</td>
<td>Wilse B. Webb</td>
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<tr>
<td>1967-68</td>
<td>Ted Landsman</td>
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<tr>
<td>1968-69</td>
<td>Wallace A. Kennedy</td>
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<tr>
<td>1969-70</td>
<td>Earl C. Brown</td>
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<tr>
<td>1970-71</td>
<td>Raymond R. Shrader</td>
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<tr>
<td>1971-72</td>
<td>Raymond D. Fowler</td>
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<tr>
<td>1972-73</td>
<td>Charles D. Spielberger</td>
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<tr>
<td>1973-74</td>
<td>William D. Spears</td>
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<tr>
<td>1974-75</td>
<td>Joseph C. Hammock</td>
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<tr>
<td>1975-76</td>
<td>Marshall R. Jones</td>
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<tr>
<td>1976-77</td>
<td>Edward H. Loveland</td>
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<tr>
<td>1977-78</td>
<td>Laurence Siegel</td>
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<tr>
<td>1978-79</td>
<td>Ellen B. Kimmel</td>
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<tr>
<td>1979-80</td>
<td>Irwin J. Knopf</td>
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<tr>
<td>1980-81</td>
<td>William H. Calhoun</td>
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<tr>
<td>1981-82</td>
<td>Dorothy D. Nevill</td>
</tr>
<tr>
<td>1982-83</td>
<td>Pauline Rose Clance</td>
</tr>
<tr>
<td>1983-84</td>
<td>Joseph H. Grosslight</td>
</tr>
<tr>
<td>1984-85</td>
<td>C.J. Rosecrans</td>
</tr>
<tr>
<td>1985-86</td>
<td>William B. Pavlik</td>
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<tr>
<td>1986-87</td>
<td>Howard R. Pollio</td>
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<tr>
<td>1987-88</td>
<td>David E. Clement</td>
</tr>
<tr>
<td>1988-89</td>
<td>W. Theodore May</td>
</tr>
<tr>
<td>1989-90</td>
<td>Karen S. Calhoun</td>
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<tr>
<td>1990-91</td>
<td>Cheryl B. Travis</td>
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<tr>
<td>1991-92</td>
<td>John E. Williams</td>
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<tr>
<td>1992-93</td>
<td>Henry E. Adams</td>
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<tr>
<td>1993-94</td>
<td>Charles L. Brewer</td>
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<tr>
<td>1994-95</td>
<td>Judith Worell</td>
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<tr>
<td>1995-96</td>
<td>Jennifer C. Friday</td>
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<tr>
<td>1996-97</td>
<td>Jacquelyn W. White</td>
</tr>
<tr>
<td>1997-98</td>
<td>Nathan W. Perry</td>
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<tr>
<td>1998-99</td>
<td>W. Harold Moon</td>
</tr>
<tr>
<td>1999-00</td>
<td>Rosemary Hays-Thomas</td>
</tr>
<tr>
<td>2000-01</td>
<td>Sheila Eyberg</td>
</tr>
<tr>
<td>2001-02</td>
<td>Sheila Eyberg (Acting for the late Mervyn K. Wagner)</td>
</tr>
<tr>
<td>2002-03</td>
<td>Richard D. Tucker</td>
</tr>
<tr>
<td>2003-04</td>
<td>Stephen H. Hobbs</td>
</tr>
<tr>
<td>2004-05</td>
<td>Al Finch, Jr.</td>
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<tr>
<td>2005-06</td>
<td>Jean Spruill</td>
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<tr>
<td>2006-07</td>
<td>Lillian Range</td>
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<td>2007-08</td>
<td>Deborah S. Richardson</td>
</tr>
<tr>
<td>2008-09</td>
<td>James L. Pate</td>
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<tr>
<td>2009-10</td>
<td>David A. Washburn</td>
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<tr>
<td>2010-11</td>
<td>Patricia L. Donat</td>
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<tr>
<td>2011-12</td>
<td>Debra Sue Pate</td>
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<tr>
<td>2012-13</td>
<td>Steve A. Nida</td>
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<tr>
<td>2013-14</td>
<td>Georgina S. Hammock</td>
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<tr>
<td>2014-15</td>
<td>Elise Labbe’</td>
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<tr>
<td>2015-16</td>
<td>Jennifer L. Hughes</td>
</tr>
<tr>
<td>2016-17</td>
<td>Karen Brakke</td>
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<tr>
<td>2017-18</td>
<td>Rosemary Phelps</td>
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<tr>
<td>2018-19</td>
<td>Michael J. Beran</td>
</tr>
<tr>
<td>2019-20</td>
<td>Laurie Couch</td>
</tr>
<tr>
<td>2020-21</td>
<td>Sharon Pearcey</td>
</tr>
</tbody>
</table>
ADVERTISEMENT - Lincoln Memorial
The Southeastern Psychological Association is committed to a full program of continuing education for its members and for other interested colleagues. This year, continuing education opportunities include workshops of varying length as well as selected 1-hour speaker sessions.

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

Continuing education workshops offer from one (1) to three (3) hours of CE credit. For professionals, the cost for each of the three-hour workshops is $60, $40 for two-hour workshops, and $25 for one-hour workshops. The two methodology workshops are $50 each. No one may attend without remitting payment. All onsite registrations and payments for CE workshops will be processed at the SEPA registration desk.

CE workshops will be held in Bayley’s Barony, Capt. Jack Stoney, and Lords Proprietors, all of which are located on the Lower Lobby Level of the Marriott (see p. 14 of the program).

INVITED SPEAKER PRESENTATIONS OFFER ADDITIONAL CEs

Continuing education credit is available for presentations made by the various Invited Speakers listed throughout the meeting program (speaker information can be found on the SEPA Website — www.sepaonline.com). Each of these sessions offer one hour of CE credit for a fee of $25.

Information on registration and payment for the Invited Speaker sessions will be available onsite at the meeting. Although any meeting registrant may attend these one-hour sessions, a CE certificate will be awarded only to those attendees who also remit the additional payment and submit an evaluation form at the end of the session.
Workshop A

Psychotherapy Training of Psychiatry Residents and the Interface with Psychologists

Lee Hyer, Ph.D., ABPP
Gateway Behavioral Health & Mercer School of Medicine

Workshop Description:

The training of psychotherapy is complex. It involves the nuance of psychotherapy application, competencies and limits, as well as a dosing of emotional intelligence (know your own beliefs, be mindful, focus the attention on someone else, know the basics of transference and countertransference, develop empathy and intuition and others, among others). With psychiatrists in training, this training interacts with the not-so-subtle dance of medication and health needs of a patient in stress. Two psychiatrists in training will discuss their core psychotherapy learning. The workshop will present core psychotherapies considered necessary and sufficient for training psychiatrists, the nuances of their interaction with psychologists, and frustrations in this process. Issues will be illustrated through case-based examples.

Learning Objectives:

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

• Describe four core psychotherapies and their role in training psychiatrists.
• Describe what is currently being taught in psychiatry residency programs about psychotherapy in general, and information on evolving changes in the field
• Discuss how psychiatrists must have a firm grasp of medications as well as principles of psychotherapy in the context of increasingly effective and evidence-based psychotherapies.
• Discuss the nuance of psychotherapy application, competencies and limits, as well as the role of emotional intelligence in psychotherapy training in the context of the medical model.

Target Population:

Open to all

Level:

Intermediate
Workshop B

Anxiety in Young Children: A Review of Assessment Approaches and Evidence-Based Interventions

Brian Fisak, Ph.D.
University of Central Florida

Workshop Description:

The purpose of this workshop is to provide an overview of evidence-based assessment and intervention strategies for anxiety and related disorders in preschool-aged children. An overview of the current research literature in regards to treatment and prevention strategies will be discussed. This includes a description of existing programs and a discussion of specific intervention strategies for clinicians working with anxiety in young children. Further, the workshop will include a discussion of assessment and outcome measures available to clinicians interested in working with anxious preschool children. Finally, nosology, prevalence, and etiology of preschool anxiety will also be briefly addressed.

Learning Objectives:

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

• Describe existing treatment options for preschool anxiety and related disorders and the status of the research on the effectiveness of these approaches.
• Discuss approaches designed to prevent anxiety in preschool-aged children and the status of the research in regard to the effectiveness of anxiety prevention.
• Identify assessment strategies commonly used to assess anxiety and related disorders in preschool-aged children.
• Describe the nosology, prevalence, and etiological factors commonly associated with anxiety in preschool-aged children.

Target Population:

Open to all.

Level:

Intermediate
Workshop C

Integrating Psychological Care into a Medical Practice: Expanding Patient Centered Whole-Person Care

Stephen Lupe, Psy.D.
The Cleveland Clinic and Case Western Reserve University

Workshop Description:

This workshop will help clinicians understand the different models of integrated care, behavioral health’s unique contribution to health care, how to establish an integrated practice, and current challenges facing integrated care (e.g., tele-psychology). It will discuss the establishment of an integrated care practice in primary and specialty care and the differences and pitfalls between the two. It is hoped by the end of the presentation that participants will be able to understand different models of integrated care and be able to discuss methods for integrating behavioral health into a medical practice.

Learning Objectives:

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

- Identify the different models of integrated care.
- Describe some of behavioral health’s unique contributions to improving health and quality of life of patients in a medical practice.
- Discuss common legal and regulatory difficulties encountered with the spread of tele-psychology and how these apply to integrated care.
- Identify methods for improving success of an integrated care practice.

Target Population:

Open to all.

Level:

Introductory
Workshop D

Psychopharmacology: Physiological Actions and Interactions

Lauren A. Fowler, Ph.D.
University of South Carolina School of Medicine Greenville

Sharon M. Pearcey, Ph.D.
Kennesaw State University

Workshop Description:

The Center for Disease Control reports that 2.9 billion drugs were ordered by physicians in 2016 with antidepressants as one of the most frequently prescribed medications (CDC, 2019). Additionally, approximately 24% of the population take three or more prescription drugs daily (CDC, 2019). Using a didactic approach, the facilitators will address the mechanisms of action and most salient interactions for commonly prescribed antidepressants and anxiolytics. This workshop will include a history of the psychopharmacology, pharmacodynamics, and pharmacokinetics related to these drugs, as well as information regarding the clinical efficacy of these medications. Key drug-drug interactions including commonly used recreational drugs will be discussed. References for further information will be provided.

Learning Objectives:

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

- Describe the history of psychopharmacology as it relates to the development of antidepressants and anxiolytics
- Identify the major types of drugs prescribed to treat depression and anxiety
- Describe the pharmacodynamics and pharmacokinetics of each drug class
- Discuss the main interactions associated with each class of drug discussed

Target Population:

Open to all.

Level:

Introductory
Workshop E

Making a Difference: Breaking the Intergenerational Cycle of Foster Care Through Baby Court Team

Amy Dickson, Psy.D., LSU Health Sciences Center
Sebastian Del Corral Winder, Psy.D., LSU Health Sciences Center
Amy E. Rinner, Psy.D., LSU Health Sciences Center

Workshop Description:

Attendees will learn the core components of a Baby Court Team, what makes a successful team and how this breaks the intergenerational cycle of trauma and foster care. The team will share vignettes and address common pitfalls while citing relevant research including research from our team. A power point presentation will be used with some videos. Brief handouts and group discussions will be included to help attendees successfully address challenges in working with the court system. Time for Q&A will be allotted.

Learning Objectives:

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

• Identify the core components of a successful Baby Court Team.
• Describe how to start a Baby Court Team, common pitfalls, and how to navigate systems to increase the team’s success.
• Discuss the various techniques that increase the success rate of the families who work with the Baby Court Teams.
• Describe relevant research that impacts foster care children and their caregivers and how to use that research to optimize success with these families.
• Identify diversity factors that impact the Baby Court Team work and ways to navigate them to create culturally-informed services to families and children.

Target Population:

Open to all.

Level:

Introductory
Workshop F

Unleashing the Power and Potential of Gen Z

M. Katrina Smith, Ph.D. & Cheryl L. Brown, Ph.D.
Reinhardt University

Workshop Description:

Representing the vanguard of Gen Z, public figures like Greta Thunberg, Amanda Gorman, and Naomi Osaka defy the status quo. This is a generation of around 74 million that has always faced challenges -- babies during 9/11, hitting their teens during the 2009 collapse, and graduating high school during a pandemic. They are now stepping into early adulthood. Practitioners, employers, and faculty need to understand them. In this workshop, faculty and practitioners will gain valuable insights about this group to help them connect more effectively. Employers will learn how to recruit, retain, and develop the best talent from this generation.

Learning Objectives:

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

• Identify the defining characteristics of Gen Z and be able to generate examples of the unique features of this generational cohort so that they may better meet their educational, workplace, or therapeutic needs.
• Describe the cultural norms of Gen Z relative to other generational cohorts, like Boomers, Gen X or Millennials.
• Discuss the value of understanding the strengths and challenges of Gen Z to promote the inclusion of their unique perspectives into a variety of settings
• Describe strategies for more effective communication that are responsive to the unique communication style of Gen Z.
• Identify a strategy to increase the success of Gen Z in the classroom, workplace, or therapeutic setting based on a synthesis of information about this generational cohort.

Target Population:

Open to all.

Level:

Introductory
Workshop G

The Traumatic and Ongoing Legacy of Slavery and Racism

Emily Smith Schafer, Ph.D.
University of South Carolina

Workshop Description:

This interactive workshop will present research and evidence of the lasting traumatic impact of slavery and racism in the United States. Types of trauma, toxic stress, and ACEs will be introduced briefly as context for connecting the long-term impacts of racial oppression to the growing field of neuropsychology and brain development. This foundational understanding will provide the jumping off point for a discussion of the historical trauma of slavery and the complexity of its entanglement with the ongoing traumatic experience of racial oppression today. We will close this heavy topic with self-care suggestions.

Learning Objectives:

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

- Describe the traumatic nature of the toxic stress of racism for people of color in the United States.
- Identify the potential mental and physical health symptoms correlated with this trauma.
- Connect these symptoms to the disrupted brain development and function that results from toxic stress.
- Apply and recommend self-care tools or behaviors to cope and build resilience.

Target Population:

This course is open to all who have a basic familiarity and awareness of the historical trauma of chattel slavery in the US and presumes an understanding of systemic oppression and the interwovenness of white supremacy in the fabric of this country.

Level:

Introductory
Workshop H

Intercultural Competence: Activities and Dialogues

Virginia Wickline, Ph.D.
Georgia Southern University

Workshop Description:

An imperative for today's college graduates, intercultural competence involves knowledge, skills, and attitudes. This workshop helps you present intercultural competence to students, elevating its importance for a 21st century skills toolkit. Drawing on intercultural competence theory (e.g., Deardorff, 2011) and the presenter's research (Wickline, 2012; Wickline et al., 2019, 2021), we will define intercultural competence, experience several activities interactively, and discuss competence-based activities and assignments. Building these resources into your courses will help students become more aware of their own and others' cultures, more skilled at interacting with others, and more empathetic to individuals from diverse cultural backgrounds.

Learning Objectives:

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

- Describe the three domains of intercultural competence (knowledge, skills, awareness/caring).
- Discuss how privilege and ethnocentrism create barriers that thwart intercultural competence in a professional or educational setting.
- Describe experiential learning activities in a college classroom setting.
- Identify how to initiate an effective, ethically-informed program of small-group dialogues and shared cultural experiences between domestic students and/or domestic and international students.

Target Population:

Open to all.

Level:

Introductory
Workshop I

Clinician Safety: Prevention and Management of Violence in Your Practice

Julie S. Costopoulos, Ph.D.
Florida Institute of Technology

Workshop Description:

Research suggests that more than half of clinicians have personally experienced violence in the workplace (Bride et al., 2015) and 75% of injurious assaults committed by inpatients were against staff (Staggs, 2015). Even students with an interest in forensic work are rarely trained in safety and conflict resolution (Burl, et al., 2012; Costopoulos & Jones, in progress). This workshop will fill these educational gaps, and present direct content on safety prevention and training, de-escalation, and review resources to be used in your own practice or educating future clinicians.

Learning Objectives:

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

- Identify sources of physical safety risks in your clinical environment.
- Describe appropriate boundary setting for risk prevention.
- Discuss cues of escalation and methods to de-escalate.

Target Population:

Open to all.

Level:

Intermediate
Workshop J

A Class in Race Relations that had a Very Positive Impact

Peter Kranz, Ph.D.
University of Texas Rio Grande Valley

Workshop Description:

The author presents suggestions for enhancing a university course in race relations. These approaches were used in a series of classes offered at a state university in the southeastern United States during a historical period of notable racial tension. This course provided a supportive arena for personal questioning, student interaction, and positive change. Even 20 years later, former students reported that experiential components, such as living with a family of another race, were powerful instruments in self-growth, development, and racial understanding. Many reported this class as the basis of profound life-long positive changes in racial attitudes.

Learning Objectives:

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

- Describe experiential techniques to facilitate students’ personal and professional racial growth.
- Identify three strategies to help students feel comfortable in exploring their relations, attitudes, perceptions, and feelings regarding race.

Target Population:

Open to all.

Level:

Introductory
Workshop L

Autism-as-Culture and Autistic College Students

Lydia Qualls, Ph.D.
Thomas E. Cook Counseling Center, Virginia Tech University

Workshop Description:

The purpose of the workshop is to provide an alternative framework for working with Autistic college students. Attendees will first be introduced to the challenges of Autistic college students, and how these problems may be handled by traditional therapy methods. The presenter will then introduce the concept of Autism-as-Culture, which presents an alternative to the medical model of Autism Spectrum Disorder, and how this understanding of Autism can be applied to working with Autistic college students. The workshop will consist of one hour of didactic presentation and one hour of presenting case studies and discussion. Handouts of the PowerPoint will be distributed to attendees.

Learning Objectives:

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

• Describe barriers faced by Autistic students in college
• Describe the three main principles of Autism-as-Culture
• Describe ways that the view of Autism-as-Culture is best used to support Autistic college students
• Describe treatment outcomes of this model as illustrated by case studies

Target Population:

Open to all.

Level:

Introductory
Workshop M

Creating a Local Mental Health Information Resource

Michelle Lange, Psy.D. & Remy Fontaine, B.S.
Christopher Newport University

Workshop Description:

Mental healthcare is not one-stop shopping, and often there is a lack of easily accessible information about which resources are appropriate for different circumstances. Learn how to create a comprehensive resource with not only the answers to FAQs, but to the questions patients and other community members do not always know to ask. The presenters will share their process of creating a mental health information resource for a university community, though considerations from our process are also transferable to other communities and care settings. We will cover seeking buy-in, designing resources, inclusive collaboration, accessibility considerations, key information to provide, and lessons learned.

Learning Objectives:

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

• Identify and distinguish between the functions of various resources for mental health concerns and related issues.
• Identify key considerations for creating a comprehensive mental health services resource for a targeted community.
• Articulate a pitch for the value of creating a comprehensive mental health services resource for a targeted community.
• Identify constituents and strategies for inclusiveness in creating a comprehensive mental health services resource.

Target Population:

Open to all.

Level:

Introductory
Workshop O

Adaptive Mentoring of Undergraduate Research

Maureen Vandermaas-Peeler, Ph.D. & Sabrina Thurman, Ph.D.
Elon University

Workshop Description:

Considering collective traumas like the coronavirus pandemic and systemic inequalities, how can undergraduate research mentors respond adaptively to personal and professional uncertainties while considering students’ unique identities and project-related goals? In this reflective, constructive workshop, we will examine evidence-based mentoring practices and models, apply them to cases, and consider participants’ own mentoring contexts and capacities. Workshop materials will describe foundational mentoring practices, including instrumental, psychosocial, and relational approaches; and mentoring models that move beyond a one-to-one hierarchy and include developmental constellations, co-mentoring, scaffolded apprenticeships, and communities of practice that support and extend students’ and mentors’ learning and development.

Learning Objectives:

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

• Describe the individual, institutional, and societal benefits when evidence-based mentoring practices and models are used within varied higher education structures and systems.
• Identify adaptive undergraduate research mentoring strategies that build individual and collective resilience during challenging social and global contexts.
• Describe challenges in implementing different mentoring practices and models within diverse educational and social communities and wider environments.
• Identify professional development opportunities and resources available to support high-quality undergraduate research mentoring to maximize students’ learning and development.

Target Population:

The target population for this workshop is anyone who is currently involved in mentoring undergraduate research (UR) in higher education, including faculty, staff, and graduate students, or those interested in mentoring UR in the future.

Level:

Introductory
Workshop P

Building Better Brains: Buffering the Effects of Toxic Stress Through Positive Adult Connections

Kim Zlomke, Ph.D. & James “Tres” Stefurak, Ph.D.
University of South Alabama

Workshop Description:

In the absence of protective relationships, toxic stress in childhood impacts an individual’s well-being across the life time. This 3-hour workshop will provide an overview of the state of neuroscience and effects of toxic stress on brain development, engage participants in hands-on interactive learning with the “Brain Architecture Game”, and provide strategies on becoming trauma informed professionals. The Brain Architecture Game is an interactive experience designed to enhance understanding of the science of early brain development and its impact on children and communities. Participants will work in teams to “build” a brain while gaining insight into how various early experiences affect brain development.

Learning Objectives:

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

- Identify young children’s brain architecture and the elements that support their brain development.
- Describe strategies to foster back-and-forth interactions with children.
- Discuss brain-based learning and how to engage children in activities that support brain development and learning.
- Describe principles of trauma-informed intervention and trauma-informed care systemic practices that may reduce retraumatization of clients and/or vicarious traumatization of providers.

Target Population:

Open to all.

Level:

Introductory
Workshop R

The Mental Health of Youth After COVID -19

Natalie Kemp, M.A., LPA
University of Mount Olive

Workshop Description:

Overwhelming COVID-19 restrictions have led many people to feel scared, frustrated and isolated. These restraints can have a huge impact on the mental health and development for children and young adults who are trying to create their identity, maintain healthy peer relationships and make decisions about their future. This didactic and interactive seminar will address these developmental milestones and offer creative ways that adults can support positive interactions, and help students navigate through these difficult and uncertain times.

Learning Objectives:

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

- Describe current perceptions about the mental health status of children and young adults by examining current statistics and data
- Identify classic developmental milestones and stages and how they are impacted by the pandemic
- Describe what healthy peer relationships should look like and identify alternative ways that students can create intimacy even if they are social distancing
- Discuss how providers and families can support positive interactions despite attitudes towards restrictions
- Describe how to create realistic plans for the future with children and their families and put preventative plans in place with practical tools to navigate through tough times that will arise in the future

Target Population:

Open to all.

Level:

Introductory
Methodology Workshop I

Using Qualitative Techniques to Reduce Bias in Quantitative Research

Katarina Swaringen, M.A., Hannah Snidman, M.A., & Lindsay Greenlee, Ph.D.
Texas Tech University

Workshop Description:

Bias exists in all facets of research, from study design and data collection, to written reports and conclusions. While qualitative researchers often engage in practices that identify and acknowledge biases, quantitative research methods do not offer comparable techniques. Often, quantitative researchers assume that bias is harmful and unavoidable. While bias may be inevitable, this workshop pulls back the curtain on the 'dirty little secret' of researcher bias and bridges the gap between qualitative techniques and quantitative researchers. Workshop participants will leave with an understanding of the qualitative skills of reflexivity and positionality, with an emphasis on implementing these skills quantitatively.

Learning Objectives:

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

• Identify personal demographics and/or social identities that could generate bias throughout the research process
• Identify the practical applications of analyzing personal biases prior to working with marginalized populations
• Describe how to create positionality statements for private and/or publication use
• Identify the professional, personal and ethical issues related to including positionality statements in publications
• Apply traditionally qualitative practices to quantitative research contexts
• Describe how reflexivity can reduce bias when working with marginalized populations

Target Population:

Open to all. This workshop will be most beneficial for quantitative researchers, especially those who have in the past or plan to conduct research with marginalized populations.

Level:

Intermediate
Methodology Workshop II

Modeling Longitudinal Growth Using Latent Growth Curve Modeling and Multilevel Modeling

Craig Marker, Ph.D.
Mercer University

Workshop Description:

This workshop is designed to highlight recent methodological advances in the analysis of longitudinal psychological data using structural equation modeling (SEM) and multilevel modeling. The training is intended for faculty, postdocs and advanced graduate students who have some familiarity with SEM. Course materials include basic readings on the fundamental theoretical issues in contemporary longitudinal data analysis, lecture notes and programming scripts for Mplus and SPSS. Participants should also have access to general statistical software, such as R and SAS, that can be used for data manipulation, summary statistics, and plotting.

Learning Objectives:

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

• Identify the practical applications for latent growth curve modeling using psychological data.
• Describe potential statistical models used for longitudinal analysis
• State the typical requirements for longitudinal models using latent growth curve models
• Describe how to apply syntax in Mplus or SPSS to build growth models
• Identify relevant differences between latent growth curve modeling and multilevel models.

Target Population:

This presentation is intended for graduate students, postdocs, and faculty who have a basic familiarity with structural equation modeling.

Level:

Intermediate
****IMPORTANT INFORMATION FOR****
POSTER PRESENTATIONS

This year, SEPA is piloting a new poster presentation format in an effort to alleviate excess congestion within the poster/exhibit hall.

All presenters will hang their posters at the beginning of their scheduled session and leave them for the duration of the 80-minute session.

Presenters with “odd” numbered assignments (1, 3, 5, etc.), as indicated in the program, will present their posters during the first half (40-minutes) of the session. During this time, presenters with even numbered assignments (2, 4, 6, etc.) are free to roam the poster area to see other projects, mingle with other attendees, etc.

During the second half of the session, the two groups of presenters will alternate (i.e., those with even numbered assignments will present their posters, while those with odd numbered assignments may roam/mingle).

For the three CEPO/Psi Chi undergraduate poster sessions, a similar format will be used. Those with an “A” assignment will present during the first half of the session, whereas those with a “B” assignment will present during the second half.
Wednesday, March 23rd

1. **SEPA EXECUTIVE COMMITTEE MEETING**
   
   2:00 – 5:00 pm  
   Leamington A

   Rihanna Mason, Georgia State University, presiding

2. **SEPA SAMPLER POSTER SESSION AND RECEPTION**
   
   5:00 – 7:00 pm  
   Leamington Ballroom

   Poster Session and Reception Sponsored by  
   Humana Humana Healthy Horizons of South Carolina

   A selection of posters from various subject areas.

   Melanie Fowler, Florida Southern College, presiding

   ***All posters set up at 5:00 pm.***
   “Odd” numbered posters present from 5:00 - 5:50 pm
   “Even” numbered posters present from 6:00 - 6:50 pm

Cluster 1: Aggression

1. **Retrospective Beliefs About Same-Sex Child Sexual Abuse.** Kayla Spenard, Nicholas Simons, & Daniella Cash, Sam Houston State University

2. **The Effects of Race on Bystander Intervention in Sexual Assaults.** Laura Pazos, Adriana Lopez, & Daniella Cash, Sam Houston State University

3. **The Dyadic and Ecological Influences of Intimate Partner Violence (IPV): Using Hierarchical Linear Modeling to Differentiate IPV from Community Crime.** Rachel Carpenter & Jill Stinson, East Tennessee State University

4. **Relation Between Hope and Physical Aggression in Adolescents.** Zachary Francis, Krista Mehari, & Jasmine Coleman, University of South Alabama

5. **Perceptions of School and Mass Shootings.** Sophie Finnell, Hailey Carroll, Andrew Cook, Robin Kowalski, Chelsea Robbins, Tyler Hendley, Nicholas Deas, Emily Radovic, Emily Richardson, Kaitlyn Rubley, Robyn Oakley, & Kenzie Hurley, Clemson University

6. **Prevention of School and Mass Shootings.** Sophie Finnell, Hailey Carroll, Andrew Cook, Robin Kowalski, Chelsea Robbins, Tyler Hendley, Nicholas Deas, Emily Radovic, Emily Richardson, Kaitlyn Rubley, Robyn Oakley, & Kenzie Hurley, Clemson University
7. **Problematic Portrayals: Mental Illness and Violence in TV Shows.** Kira Freijo, Brianna Duncan, & Melanie Fowler, Florida Southern College

8. **Psychopathy, Emerging Adulthood, and Aggression.** Andrew Terranova & Grace Sutz, Coastal Carolina University

9. **Adverse Childhood Experiences, Stress, and Social Support Among College Students.** Sloan White, David Solomon, Myziah Townsend, & William Blevins, Western Carolina University

10. **Bipolar Disorder and Violence Among Adults Admitted to Local Jails.** Kelsey O’Brien, Mykenzi Allison, Taylor Gamble, Collin Williams, Albert Kopak, & Norman Hoffmann, Western Carolina University

**Cluster 2: Diagnosis**

11. **Internalized Stigma Comparison of Undiagnosed Versus Diagnosed Mental Illness.** Christopher Catalano, University of South Carolina, Mita Martin, University of South Carolina Beaufort, Hannah Brown, University of South Carolina, & Kathleen Klik, University of South Carolina Sumter

**Cluster 3: Emotion/Motivation**

12. **School Payment Method Impacts Financial Anxiety and Perceived Academic Stress.** Kimberly Wood, Camille Brown, Kara Rausch, & Steven Jones, Samford University

13. **Participation in Self-Care Activities Reduces Symptoms Associated with Stress.** Brittany Borzillo & Mark Stillman, Mercer University

14. **The Effects of Current Appraisal on the Recall of Memory of Love Toward Mothers.** Kelsey Skaine, Jonathan Carr, & Mario Herrera, University of North Carolina Asheville

15. **Determining Predictors of COVID Related Fear.** Rebecca Castro, Alexa Tringali, Isabel Berlin, Kharynton Beggs, Justin Wise, & Brooke Bays, Oglethorpe University

16. **Relax, Escape, and Connect: Coping with Possessions During the COVID-19 Pandemic.** Keiana Price, Madison Pesowski, & Shaylene Nancekivell, University of North Carolina at Greensboro

17. **The Effect of Adverse Childhood Experiences on Autonomic Activity in Adulthood.** Rebekah Breithaupt & Tadd Patton, Augusta University

18. **Handle with Care: Examining Empathy and Stress Among Emergency Medical Services.** Hunter Owen, Aaron Dunn, Kip Callahan, & Lauren Fowler, USC School of Medicine Greenville

19. **OCD and Quality of Life in College Students.** Emily Adams, Emilyrose Ballard, Alexis Dehart, Lisa Kirr, Logan Williams, & Bryan Poole, Lee University

20. **The Effects of Fear and Anger-Empathy amid COVID-19.** Emilyrose Ballard & Bryan Poole, Lee University

21. **Emotion Regulation Dispositions and Strategies Explain Age-Related Affect Benefits.** Anna Cuddington, Skylar Raynor, Brenna Divoky, Kyle Wilson, & Nicole Rushing, Campbell University
22. **Reactivity to Threatening Images as a Function of Relevance.** Manderley Recinos, Kenneth Williams, Rebekah Breithaupt, & Tadd Patton, Augusta University

23. **Academic Entitlement and Optimism Impact Students’ Classroom Expectations During COVID.** Merry Sleigh & Meridee Ritzer, Winthrop University

24. **Are Enjoyable Poems Interesting?** Galen Dunkle, Lane Adams, & Peter Delaney, University of North Carolina at Greensboro

25. **Individual Differences in Intention to be Vaccinated Against the Coronavirus.** Christopher Chaille, John Dewey, & Bryan Dawson, University of North Georgia

**Cluster 4: Professional Issues**

26. **Compassion Fatigue, Self-Care, and Wellbeing in College Students.** Melissa Paiva-Salisbury, Kerry Schwanz, & Alyssa Martin, Coastal Carolina University

27. **Self-Care, Resilience and Compassion Fatigue in College Students.** Melissa Paiva-Salisbury, Kerry Schwanz, & Jerardo Perez, Coastal Carolina University

28. **Ethical Considerations for Working with Oncology Patients Using Medical Cannabis.** Joshua Stanz & Melissa Faith, University of South Florida

29. **Correlates of Financial Informed Consent in Professional Psychology Education.** Melanie Wilcox, Elinita Pollard, Chandler Borel, K’Nadja Sims, Danielle Zimmerman, Augusta University, Aisha Farra, University of Massachusetts Boston, & Tierra Moss, Augusta University

**Cluster 5: Teaching of Psychology**

30. **Instruction Style, Belonging, and Perceived Academic Stress in University Students.** Payton Rackley, Kimberly Wood, Kaitlyn Morris, & Rachel Rowland, Samford University

31. **What’s in a Word? Exploration of Office Hour Terminology.** Lisa de la Mothe, Tennessee State University

32. **Lessons Learned: Using Peer-Facilitated Groups in a Human Sexuality Course.** Erin Moore, Old Dominion University

33. **Call and Response: Has Culturally Relevant Pedagogy Been Affected by the Pandemic?** Medha Talpade, Clark Atlanta University

34. **Skill-Focused Learning Outcomes Measuring Transformative Learning In Introductory Psychology Courses.** Dina Schwam & Cameron Miller, Mercer University

35. **Arming a Diverse Opioid Paraprofessional Workforce Through Education and Experience.** Deranda Lester & Melissa Hirschi, University of Memphis
Welcome Reception

Sponsored by
Humana Healthy Horizons of South Carolina

5:00 - 7:00 pm

Leamington Ballroom

Reception open to all meeting attendees

Light Hors d’Oeuvres

Cash Bar
3. CEPO/PSI CHI UNDERGRADUATE RESEARCH POSTER SESSION I

8:30 – 9:50 am
Leamington Ballroom

Jenny Mason, Cumberland University, & Linda Jones, Belmont University, presiding

***All posters set up at 8:30 am***
“A” posters present from 8:30 - 9:10 am
“B” posters present from 9:10 - 9:50 am

1A. Post-Traumatic Growth Predicts Defensive Responses to Reminders of Death. Sophie Pringle, Donna Nelson (Faculty Sponsor), & Merry Sleigh, Winthrop University

1B. Depression, Anxiety, and Stress as Predictors of College Students' Substance Abuse. Madison Patrick & Celeste Gaia (Faculty Sponsor), Emory & Henry College

2A. Views of Adultification Among Southern HBCU College Students. Anthoni Wardlaw & D. Lisa Cothran (Faculty Sponsor), Alabama State University

2B. Don’t Take My Phone: The Impact of Social Media Use and Fear of Missing Out on College Student Sleep and Well-Being. Lauren Danzey; Connor Morgan, Iyanah Smith, Sarah Lust (Faculty Sponsor), Auburn University, & Dustin Nadler, Maryville University

3A. Religious Asynchrony Predicts Parent-Child Deception. Drew Williams, Carlee Norwood, Ellie Gibson, Chelsey Ingram, & Merry Sleigh (Faculty Sponsor), Winthrop University

3B. The Role of Familial Relational Resources in Offender Registration Fears. Regan Moss & Kelli Thompson (Faculty Sponsor), Auburn University

4A. Home Environment and Risk of Reoffending in Adjudicated Male Youth. Andrew Roth & Kelli Thompson (Faculty Sponsor), Auburn University

4B. The Effects of Intermodal and Intramodal Redundancy on Working Memory and Learning on a Serial Recall Task. Reganne Miller, Makayla Reynolds, Daisy Pratt, Madison Cornelius, Johnna Brown, & Gregory Corso (Faculty Sponsor), Morehead State University

5A. Adults’ Perceptions and Lack of Knowledge of Different Learning Environments. Joslynn Luto & Merry Sleigh (Faculty Sponsor), Winthrop University

5B. Morbid Curiosity and Gender Predict Interest in True Crime. Sabrina Clausen, S’Mira Hargett, Shayla Rivers, & Merry Sleigh (Faculty Sponsor), Winthrop University

6A. The Effect of COVID Priming on Adults’ Expectations of Workplace Accommodations. Tanna Morrison, Tommy Benton, Mykhaela Seawright, & Merry Sleigh (Faculty Sponsor), Winthrop University
6B. The Relationship Between Parenting Styles and Views on the Pandemic. Dallas O’Clair, Jacqueline Street, & Tammy Zacchilli (Faculty Sponsor), Saint Leo University

7A. The Role of Stress and Trauma in Immersive Daydreaming and Parasocial Relationships. Autumn Hennis, Savannah Dover, Megan Hansen, & Merry Sleigh (Faculty Sponsor), Winthrop University

7B. Unmasking Trust of Others Based on Face Mask Wearing. Kayla Koski, & Michael Eskenazi (Faculty Sponsor), Stetson University

8A. Entitlement Predicts Trust in the COVID Vaccine and Mistrust in Natural Immunity. Meridee Ritzer & Merry Sleigh (Faculty Sponsor), Winthrop University

8B. The Relationship Between Psychological Sense of Community, Collective Self-Esteem, and College Adjustment in College Students During a Pandemic. Jacqueline Street, Dallas O’Clair, & Tammy Zacchilli (Faculty Sponsor), Saint Leo University

9A. Adults’ Emotional Reactivity and Emotional Responses to Happy, Sad, and Sexual Lyrics. Taylor Jones, Carl Benjamin, & Merry Sleigh (Faculty Sponsor), Winthrop University

9B. An Evaluation of Commute Demands and Enjoyment of the Commute. Drisana Durán, Elizabeth Neiditz, Ruth Hillo, & Jennifer Hughes (Faculty Sponsor), Agnes Scott College

10A. Impostor Phenomenon and Other Factors That Impact Student Perseverance (GRIT). Ana Sardinha, Kelly Johnson, Robin Moscovitch, Dominique Berrette, & Starlette Sinclair (Faculty Sponsor), Florida Gulf Coast University

10B. Exploring Social Anxiety and the Peak-End Rule. Aleah Brown, Spelman College, & Erin Tone (Faculty Sponsor), Georgia State University

11A. A Descriptive Analysis of the Mental Health of HBCU Students During COVID-19. Bridley Jenkins, Jayla James, & Cassandra Germain (Faculty Sponsor), North Carolina A&T State University

11B. College Adjustment: Where Did Students Struggle More Because of COVID-19? Malachi McFadden, Marcela Niles, Zachary Boykin, & Virginia Wickline (Faculty Sponsor), Georgia Southern University

12A. An Investigation of the Frequency of Time and Number Words Used in Informal Conversations. Samantha Urban, Komal Patel, Ananya Nath, Raelyn Sanders, Belmont University, & Karina Hamamouche (Faculty Sponsor), Butler University

12B. Enjoying the Drive: Differences Between Commutes to and from Work. Chloe Deutsch, J’Lynn Vellon, & Jennifer Hughes (Faculty Sponsor), Agnes Scott College

13A. The Effect of Natural Exposure on Mental Health and Academic Performance. Sydney Pauley, Braiyan Fierro, Vincent Via, & Matthew Hayes (Faculty Sponsor), Winthrop University

13B. College Students and COVID-19: Perceived Academic Impact and Performance. Skylar Raynor & Jutta Street (Faculty Sponsor), Campbell University

14A. A Systematic Research Synthesis of “the Science of Broadening Participation”: Identity and Success of African American STEM Undergraduate Students. James Miller, Howard University, Melvin Coston, Morehouse College, Adenike Cotton, Ricco Hill, Howard University, David Wall Rice, Morehouse College, & Cynthia Winston-Proctor (Faculty Sponsor), Howard University
14B. **Introversion and Extraversion as Predictors for Reaction Time Among Different Social Conditions.** Ava Galarraga & Sarah Garcia (Stetson University), Stetson University

15A. **Perceptions of Classroom Competition Impact Students' Use of Campus Resources.** Stephanie Bennett & Merry Sleigh (Faculty Sponsor), Winthrop University

15B. **Pervasiveness of COVID Thoughts and Anxiety in Young Adults.** Aliya Busbee, Diamond McKelvey, & Merry Sleigh (Faculty Sponsor), Winthrop University

16A. **How Does the Gender of the Student Affect Professors’ Assessment?** Paola Horvat & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte

16B. **The Role of Intergroup Contact, Race, and Socioeconomic Status in Attitudes Towards Trans-Spectrum Individuals.** Ty Smith, Desirhea Morton, Brahmani Tirumalaraju, & Celeste Gaia (Faculty Sponsor), Emory & Henry College

17A. **The Effect of Internet Usage on Conspiracy Theory Belief through Depression and Anxiety.** Julia Gray & Michael Eskenazi (Faculty Sponsor), Stetson University

17B. **Negative Commute Attributes and the Resulting Stress in Automobile Commuters.** Rylee Reeves, Samantha Levan, & Jennifer Hughes (Faculty Sponsor), Agnes Scott College

18A. **Coronavirus Anxiety Scale Ratings Across Time and Political Affiliation.** Kaylee Harris, Rachel Pitts, Francesca Pandolfe, Lauren Chadwick, Emily Pappalardo, Gabriela Rocha, Matthew Traversa, Emma Friedmann, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

18B. **Household Composition and Parental Nurturance as Predictors of Adolescents’ Delinquent Behavior.** Timiya Milhouse, Marlon Goering, & Sylvie Mrug (Faculty Sponsor), University of Alabama at Birmingham

19A. **How Learning Styles Affect Parents’ and Children’s Judgments of Student Potential.** Owen Norton & Shaylene Nancekivell (Faculty Sponsor), University of North Carolina at Greensboro

19B. **Social Supports for Collegiate Student-Athletes During the COVID-19 Pandemic.** Kayla Tennant & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte

20A. **Media Trust, Health-Related Anxiety, and Receptiveness to the COVID-19 Vaccination.** Nicole Kearney, Nadia Goodwine, & Merry Sleigh (Faculty Sponsor), Winthrop University

20B. **Family Environment Impact on Behavior and Emotion in Adjudicated Adolescents.** Caroline Turner, Kelli Thompson (Faculty Sponsor), & Andrew Roth, Auburn University

21A. **Social Connectivity Across Different Social Media Platforms During the Pandemic.** Drew Carroll, Michelle Robbins (Faculty Sponsor), & Alan Marks, Georgia Gwinnett College

21B. **Barriers to Mental Health Care.** Kate Coffey & Lisa Ross (Faculty Sponsor), College of Charleston

22A. **Cognitive Distortions and Empathy in Adolescents Adjudicated for Sexual Offenses.** Emma Fisher & Kelli Thompson (Faculty Sponsor), Auburn University
22B. **The Effects of ADHD Traits on Value-Directed Tasks.** Rachel Sheplak & Carole Yue (Faculty Sponsor), Covenant College

23A. **The Association Between Online Gaming Relationships, Social Support, and the COVID-19 Pandemic.** Taylor Standberry & Erin Dupuis (Faculty Sponsor), Loyola University

23B. **Voter Characterization of Politicians Based on Gender.** Carson Weiner & Cynthia Vance (Faculty Sponsor), Piedmont University

24A. **Accuracy and Engagement Resulting from Different Presentation Formats.** Daisy Pratt, Madison Cornelius, Reganne Miller, Makayla Reynolds, Johnna Brown, & Gregory Corso (Faculty Sponsor), Morehead State University

24B. **The Influence of Ambiguity in Detecting and Responding to Microaggressions in a Classroom Environment: A Pilot Study.** Joseph Pabian, LaBranda Mobley, & Ashley Taylor (Faculty Sponsor), Georgia College & State University

25A. **A Closer Look at ADHD and Bipolar Disorder in College Students: Heightened Anxiety and Substance Use and Abuse.** Rebecca Benator, Kara Nitschke, Rachel Pope, & Whitney Heppner (Faculty Sponsor), Georgia College & State University

25B. **The Effects of Communication Differences on Listeners' Attitudes of Warmth and Competence, Credibility, Intelligences, and Social Distance.** Rebecca Parks & Ei Hlaing (Faculty Sponsor), University of Lynchburg

26A. **How Household Income, Academic Burnout, and Self-Regulated Learning Practices Predict Students' Grade Point Averages.** Kaitlyn Brown, Taylor Vickers, Tara Nichols, & Starlette Sinclair (Faculty Sponsor), Florida Gulf Coast University

26B. **Association Between Coping, Depression and Anxiety Among HBCU Students During the Covid-19 Pandemic.** Jessica Vincent & Cassandra Germain (Faculty Sponsor), North Carolina A&T State University

27A. **Does Anxiety Moderate the Relationship between ADHD Inattention Symptoms and Cognitive Flow States?** A. Shea Hall & Dorthie Cross (Faculty Sponsor), Georgia Southern University

27B. **Long Term Effects of Covid-19 on Cognitive Decline.** Abeera Ahmad & Sarah Garcia (Faculty Sponsor), Stetson University

28A. **Perception of Similarities in Physical Appearance and its Effect on Romantic Attraction.** Emma Marcotte, Summer Johnson, Sarah Murphy, Taylor Caldwell, & Carole Yue (Faculty Sponsor), Covenant College

28B. **Sensitivity to 6-n-Propylthiouracil, Alcohol Behaviors, and Conformity in College Undergraduates.** Morgan Lipkin & Michael Eskenazi (Faculty Sponsor), Stetson University

29A. **Motivation and Learning Strategies of Undergraduate Students.** Kaitlynne Eggleston, Emily Kathey, Claire Wilson, & John DeFord (Faculty Sponsor), King University

29B. **Hardship, Trauma, & Resilience in Ethnically Diverse Undergraduates.** Feyikemi Oriola & Carmen Bucknor (Faculty Sponsor), Oakwood University

30A. **Drugs and Alcohol: How it Relates to Anxiety Levels, Gender, and Minority Status of College Students.** Cynthia Ware & Virginia Wickline (Faculty Sponsor), Georgia Southern University
What are the Effects of Mindfulness and Prayer on Perceived Stress Levels and Pulse Rate? Ian Sneller & David Washburn (Faculty Sponsor), Covenant College

4. CONVERSATION HOUR: Clinical/Counseling
9:00 – 9:50 am
Leamington A

Understanding and Supporting Transgender Students
Christina Frederick & Jennifer Pattison
Embry-Riddle Aeronautical University

5. PAPER SESSION: Development
9:00 – 9:50 am
Leamington B

The Moderating Role of Purpose in the Well-Being of College Students. Sara Whipple, Virginia Military Institute

Anxiety Levels in College Students Throughout COVID-19 Mediated by Personality. Joseph Wenke, Rachael Ehrenhalt, Tsu-Ming Chiang, Bishop Bryant, & Hanna Raus, Georgia College & State University

6. PAPER SESSION: Ethnic/Minority
9:00 – 9:50 am
Leamington C

Comparing the Experiential Perceptions of Psychology Students and Psychology Instructors. Sean Ganus, Middle Tennessee State University, Bethany Contreras, University of Nevada Reno, James Loveless & John Pennington, Middle Tennessee State University

Influence of English Proficiency on Perceived Intelligence. Maverick Hudson & Andreas Jonnson, West Virginia University – Institute of Technology

7. PAPER SESSION: Social/Personality
9:00 – 9:50 am
Leamington D

Masking Noncompliance as a Coalitional Signal in a Pandemic. Kaitlyn Boykin, Mitch Brown, Alicia Macchione, Kelsey Drea, & Donald Sacco, University of Southern Mississippi

College Student Social Media Addiction, Social Anxiety, and Self-Esteem. Rachael Cunio, Ellen Sigler, & David Scales, Western Carolina University
8. PAPER SESSION: Mixed Topics (Cognitive Neuroscience; Measurement/Evaluation)  
9:00 – 9:50 am  
Leamington E  
Victor Ingurgio, U.S. Army Research Institute, presiding  

Effects of Handedness on Hemifacial Expression. Laura Yost, Melissa Atkins, & Jonathan Day-Brown, Marshall University  
The Soldier Performance Application for Readiness and Talent Assessment. Victor Ingurgio, U.S. Army Research Institute, & David James, Peraton

9. CONVERSATION HOUR: Teaching of Psychology  
9:00 – 9:50 am  
Leamington F  

Flexibility Makes the Dream Work:  
Best Platforms for Engaging Students  
Carmen Farrell  
University of South Carolina Beaufort

10. CE WORKSHOP A  
9:00 am – 12:00 pm  
Bayley’s Baroney  

Psychotherapy Training of Psychiatry Residents and the Interface with Psychologists  
Lee Hyer, Ph.D., ABPP  
Gateway Behavioral Health and Mercer School of Medicine  

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.  
See information under “A” on page 21 of this program.

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11. CE WORKSHOP B  
9:00 am – 12:00 pm  
Captain Jack Stoney

Anxiety in Young Children: A Review of Assessment Approaches and Evidence-Based Interventions

Brian Fisak, Ph.D.  
University of Central Florida

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.  
See information under “B” on page 22 of this program.

12. CE WORKSHOP C  
9:00 – 11:00 am  
Lords Proprietors

Integrating Psychological Care into a Medical Practice: Expanding Patient Centered Whole-Person Care

Stephen Lupe, Psy.D.  
The Cleveland Clinic and Case Western Reserve University

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.  
See information under “C” on page 23 of this program.

13. POSTER SESSION: Health Psychology; Measurement/Evaluation; Religion  
10:00 – 11:20 am  
Leamington Ballroom West

Paula Whitaker, Columbia International University, presiding

***All posters set up at 10:00 am***  
“Odd” numbered posters present from 10:00 – 10:40 am  
“Even” numbered posters present from 10:40 – 11:20 am

Cluster 1: Health Psychology

1. College Students’ Distrust in Hard News and Exposure to Fake News During the COVID-19 Pandemic. Chrysalis Wright, Kwame Gatlin, & Renee Rivera, University of Central Florida

2. Willingness to Receive HIV Vaccine: A Dimensional Analysis of Trust in Healthcare & Science. Emily Sakamoto, Brittany Borzillo, & Mark Stillman, Mercer University
3. **Muscles in the Mirror: A Literature Review.** Ariana Jailall & Mark Stillman, Mercer University

4. **Parental Influences on COVID-19 Precautions in Young Adults and Adolescents.** Kathleen Liming, Craig Marker, & Mark Stillman, Mercer University

5. **Experience of Mental Health Diagnoses in Women with PCOS.** Brittany Borzillo & Mark Stillman, Mercer University

6. **Unconscious Bias Leading to Gendered Treatment of Women in Healthcare Systems.** Brittany Borzillo & Mark Stillman, Mercer University

7. **The Efficacy of Telemedicine on Adherence with Diabetes Patients.** Melanie Gelernter, Mahogany Hanks, Craig Marker, & Mark Stillman, Mercer University

8. **Athletic Experience and Lifestyle.** Isabella Pighini & Winford Gordon, Western Carolina University


10. **Celebrity Admiration, Vaccination Attitudes, And Belief in Conspiracy Theories.** Catherine Jones, Alissa Ensign, Robert Hadley, Nancy McCarley, & Joshua Williams, Georgia Southern University

11. **Examining Food Insecurity and Risky Sexual Behavior in Southern Women.** Symone Lawson, Deborah Konkle-Parker, Bryman Williams, & Debra Sue Pate, Jackson State University

12. **Correlates of Preventative Behaviors and Vaccinations Related to COVID-19.** Kristopher Kimbler, Madison Wright, & MaryLynne Boyd, Florida Gulf Coast University

13. **Effects of Music on Elders’ Blood Pressure and Anxiety Levels.** Sydney Thomas & Janet Koposko, Abraham Baldwin Agricultural College

14. **Examining Efficacy of Motivational Interviewing Coaching “Booster” Sessions for Family Medicine Residents.** Elisheva Gottstein, Mercer University, & Ashley Owen, Emory University

15. **Collaborative Care in Rural Primary Care: Building the We-Cope Program.** Sabina Widner, Vinaya Alapatt, Caitlin Elie, Skyler Plooster, Peter Rosenquist, Judy Glaser, & Jean Pawl, Augusta University


17. **Our Thoughts Matter: The Mental Health of College Students During the COVID-19 Pandemic.** Caitlin Zarzecznny, Gabriel Ybarra, & Jody Nicholson-Bell, University of North Florida

18. **A Meta-Analysis of Hypertensive Status and Cardiovascular Reactivity.** Talia Neal, Thomas Pierce, & Brian Carle, Radford University

19. **Addressing Latino Childhood Obesity an Urban City Settings.** Anthony Eldridge & Roberta Dihoff, Rowan University
20. **Counterfactual Thinking as a Potential Tool for Behavioral Change.** Mary Turner
    DePalma & Bailey Faith, Ithaca College

**Cluster 2: Measurement/Evaluation**

21. **Confirmatory Factor Analysis of the Future Sexual Risk Inventory (FSRI).** Thalia
    Sullivan, Shelby King, East Tennessee State University, Lisa Bohon, California State
    University Sacramento, & Meredith Ginley, East Tennessee State University

22. **On the Structure of Human Cognitive Abilities: Revisiting the Origins of
    Foundational Theories.** Ryan McGill, College of William & Mary, & Gary Canivez,
    Eastern Illinois University

23. **Canceling Individuals on Social Media: Development of the Unfollowing Scale.**
    Brian Pope & Kashawn Littlejohn, College of Coastal Georgia

24. **Psychometrics of You and Your Friends Questionnaire in Emerging Adulthood.**
    Cheston West & Rachel Miller-Slough, East Tennessee State University

25. **Did the Global Pandemic Affect Measures of Quantitative Literacy?** Barbara
    Rowan, All Things Research, LLC, & James Rowan, Wesleyan College

26. **Perceptions on Stigma Reduction Among Criminal Justice Staff: Psychometric
    Analysis.** Genevieve Allison, Kelly Moore, & Madison Smith, East Tennessee State
    University

27. **Psychometrics of the Self-Care Beliefs Scale.** Melissa Paiva-Salisbury, Kerry
    Schwanz, Gabrielle Sellers, & Devi Spletzer, Coastal Carolina University

28. **Developing Modern Measures of Existential Anxiety for Use in Therapy.** Tierra
    Moss, Samantha Sandlin, Jeremy Coleman, Augusta University, Julian Frazier & Sabina
    Musliu, University of Denver

29. **Measuring Physical Attraction with the Multidimensional Generalized Graded
    Unfolding Model.** Zhaoyu Wang, Sudeepa Pisipati, & James Roberts, Georgia Institute
    of Technology

**Cluster 3: Religion**

30. **The Roles of Religious Beliefs and Coping Mechanisms on Beliefs Surrounding
    the COVID-19 Pandemic.** Kerry Barba & CJ Fleming, Elon University

31. **Effect of Religiosity on Depression and Self-Esteem in College Students.** Michayla
    Hebert, Madelyn Rosenau, Drew Hawkins, & Kimberly Wood, Samford University

32. **Mystical Experience, Awe, and Self-Diminishment.** Malynda Clark & Ralph Hood,
    University of Tennessee Chattanooga

33. **The Effects of Intercessory Prayer on Resilience.** James Perry, Auburn University
    Montgomery

34. **“Oh God, What Do I Do?”: Prayer, Personality and Practices in Decision Making.**
    Sarah Agee, Gracya Rudiman, & David Washburn, Covenant College

35. **Forgiveness and Spiritual Well-Being Among Young Adults: Implications.** Calvin
    Smith, Anslea Twymon, Crystal Dumas, & Ivon Alcime, Alabama State University
14. CEPO/PSI CHI INVITED ADDRESS

10:00 – 10:50 am
Sabal Palm Ballroom

The Cost of the Climb: Understanding and Centering Black Women’s Experiences in College

Buffie Longmire-Avital
Elon University

Darren Bernal, University of North Carolina Wilmington, presiding

A recent assessment of race by gender retention rates revealed that only 36.1% of Black American women earn a college degree (Anthony Jr., Nichols, & Del Pilar, 2021). With a 44%-degree completion rate within six years or less, Black women have the second lowest rate in comparison to women from most other racial-ethnic groups (National Center for Educational Statistics, 2019). These shocking statistics are not indicative of a perceived lower benefit of and or agency for seeking out and completing postsecondary education but may instead reflect the barriers, challenges, and historic inequities Black American women must concurrently navigate while attempting to attain a degree. This research presentation will integrate more than half a decade of research on the psychosocial health and well-being of collegiate Black American women. Specifically, this presentation will focus on the relationships among chronic gendered-racial discrimination, overall stress, health behaviors, and mental health outcomes, such as depression (Longmire-Avital & Finkelstein, 2021; Longmire-Avital & McQueen, 2019; Longmire-Avital & Robinson, 2018) for collegiate Black American women. In addition to an overview of previous research findings, emerging research on how the pandemic has influenced self-care behaviors and self-compassionate beliefs for this population will also be shared. Finally, findings presented will offer a cautionary critique and charge regarding the adoption of the strong Black woman persona and or the Black girl magic characterization. The quest for social mobility via participation in and completion of higher education is widely endorsed, however for historically underrepresented and vulnerable populations there is inequitable fatigue from this climb that must be acknowledged.

15. INTEREST GROUP: Therapies

10:00 – 10:50 am
Leamington A

Interpersonal Communication Skills as a Means of Growth and Healing

Gregory Duthey
Pellissppi State Community College
16. PAPER SESSION: Emotion/Motivation
   10:00 – 10:50 am
   Leamington B
   Kevin DeFord, King University, presiding

   Disgust-Eliciting Pathogen Threats and Salivary Immune Responses: A Sensory Modalities Examination. Lahai Wicks, Debora Baldwin, & Matthew Richesin, University of Tennessee

   The Relationship Between Embarrassability and Empathy. Tess Terry, West Virginia University - Institute of Technology

17. PAPER SESSION: Animal Behavior
   10:00 – 10:50 am
   Leamington C
   Audrey Parrish, The Citadel, presiding

   Investigating Choice Overload in Nonhuman Primates. Maisy Englund, Georgia State University

   The Impact of Temperament on Delay-Discounting in Betta Splendens. Kendyl Lewis & Kristina Dandy, Georgia College & State University

18. PAPER SESSION: Educational/School
   10:00 – 10:50 am
   Leamington D
   William Collier, University of North Carolina at Pembroke, presiding

   The Development of Motivation Among African American Undergraduate STEM Students. Rashunda Richardson, Winston-Salem State University, Kimberley Freeman, Howard University, Anaya Davis, Winston-Salem State University, Najma Knobloch, Howard University, & Kadijah Lilley, Winston-Salem State University

   Impostor Phenomenon, Grit, Anxiety, Burnout and Personality in Higher Education. Starlette Sinclair, Florida Gulf Coast University, Doretha Walker, Independent Scholar, Miriam Purnell, Univeristy of Maryland Eastern Shore, & Lilia Macias-Moriarity, South University

19. SEPA HISTORIAN’S ADDRESS
   10:00 – 10:50 am
   Leamington E

   A Potpourri of SEPA History
   James L. Pate, Georgia State University
20. SYMPOSIUM: Teaching of Psychology

Psychological Factors Related to STEM Student Success

Deborah South Richardson, Augusta University, presiding

Sense of Belonging and Amotivation Predict Student Grade Expectation. Christy Jarrard, Deborah South Richardson, & Angie Spencer, Augusta University

Relationship of Career Awareness to Student Motivation and Sense of Belonging. Havilah Ravula, Deborah South Richardson, & Angie Spencer, Augusta University

Growth Mindset Predicted by Motivation and Sense of Belonging. Sequoyah Bell, Deborah South Richardson & Angie Spencer, Augusta University

Discussant: Kailea Manning, Auburn University

21. SEPA MENTOR AWARD ADDRESS

Grades and Studying: A Tale of Three Theories

John N. Bohannon III, Butler University

Karina Hamamouche, Butler University, presiding

**Dr. Bohannon is the 2020 recipient of the SEPA Mentor Award

22. PAPER SESSION: Clinical/Counseling

The Relationship Between Stigma and Mental Health Disorders. Karen Dominick, MacKenzie Sloan, Taylor Ward, Brianna Prillaman, & Cynthia Hall, West Virginia University – Institute of Technology

The Effects of Social Media on Young Adults and the Association with Depressive Episodes. Brianna Prillaman, West Virginia University – Institute of Technology

23. CEPO CONVERSATION HOUR

Publishing Opportunities for Undergraduate Students

Merry Sleigh, Winthrop University, presiding
24. PAPER SESSION: Cognitive Neuroscience

11:00 – 11:50 am
Leamington C

Kimberly Wood, Samford University, presiding

Influence of Handedness on Partial Word Knowledge. Elizabeth Shobe, Kayleigh Cooke, & Breanna Barber, Stockton University

One Melody, Many Rhythms: How EEG and Perception Inform What We Hear and Enjoy. Donald Scott & David Berry, Converse University

25. PAPER SESSION: Mixed Topics (Learning/Cognition; Sexuality)

11:00 – 11:50 am
Leamington D

R. Christopher Qualls, Emory & Henry College, presiding

Fill-in is Not a Benchmark Finding in Serial Learning. Dakota Lindsey & Katherine Hernandez, University of South Alabama


26. PAPER SESSION: Social/Personality

11:00 – 11:50 am
Leamington E

Steve Nida, The Citadel, presiding

Viewing Children’s Futures Through Rose Colored Glasses. Faith Brown & Lucas Keefer, The University of Southern Mississippi

Cyber-Intimate Partner Violence: Social Media and Black College Students. Jason Jones, Kelly Minor, & Naomi Hall-Byers, Winston-Salem State University

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27. POSTER SESSION: Development; Educational/School

11:30 am – 12:50 pm
Leamington Ballroom West

Jennifer Klebaur, Catawba College, presiding

***All posters set up at 11:30 am***

“Odd” numbered posters present from 11:30 am – 12:10 pm
“Even” numbered posters present from 12:10 – 12:50 pm

Cluster 1: Development

1. **Helicopter Parenting and Emerging Adults’ Self-Perceptions and Mindsets.** Marnie Hiester, Jonathan Stuffick, Hannah Humphrey, Breann Hunsinger, Olivia Katulka, & Jacqueline Stevens, Misericordia University

2. **Coping Behavior Across Adults and Genders.** Kelsey Coulthard, Kristen Hollas, & Mary Lou Kelley, Louisiana State University

3. **COVID-19 Impact on Mental Health and Loneliness in College Students.** Emma Kraby, Joseph Wenke, Tsu-Ming Chiang, Olivia Parker, & Lauren Romfo, Georgia College & State University

4. **Contrasting Gender Beliefs and Disciplinary Strategies by Parents and Teachers.** Tsu-Ming Chiang, Rachael Ehrenhalt, Allison Ehrenhalt, & Lauren Romfo, Georgia College & State University

5. **Childhood Adversity and Problematic Media Use in High-Risk Youth.** Amanda Howard & Martha Hardin, Samford University

6. **Adverse Childhood Experiences, Executive Function, and Frontal Activation in Infants.** Isabelle Foley, Rayah Smith, Nicole Dennis, & Alleyne Broomell, Western Carolina University

7. **Child Gender Moderates Parent Emotion Socialization on Emotion Regulation.** Daryl Parungao & Rachel Miller-Slough, East Tennessee State University

8. **Father-Child Relationship Moderates School Connectedness and Positive Functioning Relation.** Colleen Walsh, Terri Sullivan, & Wendy Kliewer, Virginia Commonwealth University

9. **Assessing the Impact of Age Progression Applications on Death Salience.** Hailey Scherer, Jenessa Steele, & Kara Doughtie, Radford University

10. **Impostors Among Us: Do Childhood Experiences Predict Adult Impostor Syndrome?** Angela Lazzaro, Matthew Bolton, Lara Ault, & Keith Burton, Saint Leo University

11. **Parenting Insensitivity as a Mediator Between Early Life Adversity and Prosocial Behavior.** Megan Medlock, Laura Shillingsburg, Brianne Coulombe, Jessie Bridgewater, & Tuppet Yates, University of South Carolina Aiken

12. **The Relation Between Child and Parent Characteristics on Mealtime Environments.** Lindsay Baker, Jody Nicholson-Bell, & Anita Fuglestad, University of North Florida
13. Cortical Thickness in Infancy Predicts Later Childhood IQ. Daniel Stickel, Margaret Sheridan, Mackenzie Woodburn, Cheyenne Bricken, Weili Lin, & Jessica Cohen, University of North Carolina Chapel Hill

14. Cross-Cultural Comparison of Age Estimation and Attitudes Toward Older Adults. Hannah Benz & Jenessa Steele, Radford University

15. College Adjustment Due to COVID-19 in FTIC Students. Roksan Aydelman, Karen Mottarella, & Martha Hubertz, University of Central Florida


18. Emotional Support as a Moderator Between NICU Caregiver Symptoms and Infant Developmental Outcomes. Aundria Price & Courtney Walker, University of Mississippi Medical Center


Cluster 2: Educational/School

21. College Student Communication Using Social Media. Melanie Fowler, Mary Hernan, & Kira Freijo, Florida Southern College

22. Student Views of Engagement: Does Class Size or Format Matter? Riley Hodge, Jennifer Famulary, Jasmine Brown, & Benjamin Stephens, Clemson University

23. Project Intervene: Teachers’ Attitudes Toward Being Implementers of ADHD Interventions. Abigail Yoho, Connor Ganey, Hannah Grace Rew, CJ McDowell, Lily Duong, Laura Dimler, & Phoebe McClanahan, Regent University


25. Engaging in Academic Dishonesty Via Apps and Associated Technology. Madison Ballenger, Madeline Adolf, Liz Zdyb, Cathy Grist, & Alvin Malesky, Western Carolina University


27. The Effect of Transitioning to Online Classes on Students With and Without Autism Spectrum Disorder (ASD). Madelyn Armstrong, Cailee Nelson, Susan White, Laura Stoppelbein, Maggie Paul, & Laura Morett, University of Alabama
28. **Effects of Freshman Mentoring Program on Student Success and Engagement.**
Tina Vazin, Marcia Rossi, Ramakrishnan Alagan, Alabama State University, Channapatna Prakash, Tuskegee University, Chellu Chetty, Savannah State University, Jamboor Vishwanatha, University of North Texas Health Science Center, Toufeeq Ahmed, Zainab Latif, Vanderbilt University Medical Center, & Manoj Mishra, Alabama State University

28. **SYMPOSIUM: Ethnic/Minority**
11:30 am – 12:50 pm
Leamington F

**More Than Just Nutrition: Exploring Cultural Aspects of Food**
Rosemary Phelps, Tabitha Rominger, Jessica Moore, & Monica Sanchez
University of Georgia

29. **STP INVITED ADDRESS**
12:00 – 12:50 pm
Sabal Palm Ballroom

**Society for the Teaching of Psychology**

**You Must Remember This: Engaging Ways to Teach the Science of Memory and Why You Should**

Michelle Miller
Northern Arizona University

Karina Hamamouche, Butler University, presiding

Instructors tend to be wary of emphasizing memory and memorization in their courses. This aversion traces back to reasons ranging from the wish to nurture higher thinking skills, to resistance to a culture of over-testing in K-12 education, to repudiation of an outdated and hierarchical "banking" model of learning. These are all valid concerns. However, the principles of memory, as revealed by psychological science, are one of the most powerful things we can share with our students. These principles are part of the metacognitive skills that we now know are an important determinant of success in school and beyond. Acquiring knowledge also turns out to be helpful for learning to think in a discipline, rather than getting the way of doing so. This interactive keynote will challenge common myths and misconceptions about the role of memory in learning, review provocative new research linking memory and thinking skills, and demonstrate techniques instructors can use to make course material more memorable, teach memory principles in an engaging way, and enhance metacognition.
At the end of this session, participants will be able to:

- Describe major areas of resistance to and misconceptions about emphasizing memory in teaching and how they can be addressed.
- Explain the reasons why understanding memory is an important metacognitive skill for college students.
- Identify active learning exercises for building memory that are appropriate for their own disciplines and teaching modalities (e.g., online, face-to-face, hybrid).
- Describe ways to incorporate retrieval practice and low-stakes testing into their teaching.

Level: Introductory, 1 CE credit

30. PAPER SESSION: Mixed Topics (Diagnosis; Therapies)  
12:00 – 12:50 pm  
Leamington A  

Jillian Dawes, The Citadel, presiding  

Emotional Avoidance as a Moderator of PTSD and GAD Severity. Nishan Dhungel, Emily Rowe, Benjamin Helms, & Brianna Byllesby, Western Carolina University

Examination of a Surf Therapy Program for Veterans: Results from a Pilot Study. Alexandra Macdonald, Genelle Sawyer, Maia Gill, Stephanie Dasher, Warrior Surf Foundation, Jesse Miller, & Christopher Campbell, The Citadel

31. CEPO CONVERSATION HOUR  
12:00 – 12:50 pm  
Leamington B  

Navigating the Professorate  

Gabrielle Smith, Psi Chi, presiding  

In this session, two early, mid-, and later career faculty will discuss how to have successful careers in academia.

32. CONVERSATION HOUR: Forensic  
12:00 – 12:50 pm  
Leamington C  

Hygiene Incentive Program in a Forensic Setting: Benefits and Barriers  

Cassandra Groth  
Augusta University
33. PSI CHI GRADUATE SCHOOL FORUM

12:00 – 12:50 pm
Leamington D

Graduate School Question and Answer Forum

Merry Sleigh, Executive Director of Psi Chi, Winthrop University
Deborah Harris O’Brien, Past President of Psi Chi, Trinity Washington University, presiding

34. PAPER SESSION: Clinical/Counseling

12:00 – 12:50 pm
Leamington E

Michelle Robbins, Mercer University, presiding

Masking College Experience: Comparing Student Well-Being Before and During COVID-19. Sarah Cline, Gabriel Ybarra, & Jody Nicholson-Bell, University of North Florida

Detection of Suicide Risk Among Post-Partum Women. Taylor Gamble, Adam Hicks, & Haley Goller, Western Carolina University

35. POSTER SESSION: Forensic; Gender Roles; Social/Personality

1:00 – 2:20 pm
Leamington Ballroom West

Cynthia Vance, Piedmont University, presiding

***All posters set up at 1:00 pm***
“Odd” numbered posters present from 1:00 – 1:40 pm
“Even” numbered posters present from 1:40 – 2:20 pm

Cluster 1: Forensic

1. Children Dying in Hot Vehicles – What Went Wrong? Monica McCoy, Converse University, & Jennifer Gray, University of South Carolina Upstate

2. Pretrial Publicity: Juror Age and Format Differences. Akera Williams, Amye Warren, Lauren Childress, Daley Culberson, Sarah McLaughlin, Stephanie George, Julianna Schau, Andrew Barczak, & Faith Jackson, University of Tennessee Chattanooga


4. Fairness of Juvenile Interrogations Depends on Suspect Age and (dis)Ability. Akera Williams, Amye Warren, Daley Culberson, Sarah McLaughlin, Lauren Childress, & Faith Jackson, University of Tennessee Chattanooga
Cluster 2: Gender Roles

5. Gender Differences in the Need to Belong Among Trans Individuals. Ansley Murphy, Katarina Swaringen, & Amelia Talley, Texas Tech University

6. How Media Depictions of Transgender People Affect Biases and Attitudes. Jacob Eirich, Nicole Iannone, Radford University, Laura Ruth Parker, University of Houston Downtown, & Salena Diaz, University of Hawaii Manoa

Cluster 3: Social/Personality

7. Does Manipulating Signature Location Really Increase Honesty? Leah Zinner, Emily Schultz, & Mikayla Ries, Oglethorpe University

8. Extraverts and the Difficulty of Transportation. Sydney Hamming & Leah Zinner, Oglethorpe University


11. Consumer Assessment of Thin, Plus-Size, and No Model Advertisements. Bella Lee-Swartz & Leah Zinner, Oglethorpe University


15. Linguistic Analysis of Instagram Posts of Women Varying in Attractiveness. Andrea Griffin, Sheila Brownlow, Erika Edwards, & Bryannah Smith-Cunningham, Catawba College

16. Mortality Salience and Trauma Decrease Optimism and Increase Death Thoughts. Donna Nelson & Tatiana Singletary, Winthrop University

17. Proenvironmental Attitudes and Social Dominance Orientation in Two Samples. Kyle Holmes, Madison Lineberger, Chase Taylor, & Sheila Brownlow, Catawba College


19. The Effects of Race and Mental Illness Diagnosis on Homelessness Stigmatization. Karen Becerra, Lamia Bhuiyan, Rachel Lester, & Lisa Hayes, Oglethorpe University


21. Effects of Group Membership and Facial Untrustworthiness on Recognition Memory. Grace Clark & Brittany Cassidy, University of North Carolina at Greensboro
22. **Perceptions of Help-Seeking in Athletes.** Riley Dorman, Julia Vero, Finn Boettcher, Sheila Brownlow, Catawba College, & Caleigh Kenna Shadrick, Lee University

23. **Mindfulness in Multicultural Education.** Nicole Marshall, Erin Campbell, Morgan Tikkanen, Maria Cabrera Yannotta, Hayden Carter, Desyre Landaverde, Tracie Stewart, & Katherine R.G. White, Kennesaw State University

24. **Group Membership Affects the Relation Between Facial Trustworthiness and Likability.** Caraline Malloy & Brittany Cassidy, University of North Carolina at Greensboro

25. **Meditation as a Means to Reduction of Implicit Racial Bias.** Caden Jackson & Randy Lowell, University of South Carolina Union

26. **Perceptions of Children and Parents Based on Family Structure and Income.** Tulani Leeks & Brooke Bays, Oglethorpe University

27. **Will Criminal Scenarios Activate Ethnic Stereotypes?** Isabella Pighini & Winford Gordon, Western Carolina University

28. **Personality and Beliefs About Psychedelics.** Rachel Keyes & Winford Gordon, Western Carolina University

29. **Anime and Psychology.** Liberty Kinder, April Fugett, & Keith Beard, Marshall University

30. **Support for Conspiracy Theories: Role of Personality and Moral Reasoning.** Kari Carter, Shuvon Davis, & Brian Pope, College of Coastal Georgia

31. **Childhood and Adulthood Abuse and Symptomatology in a Psychiatric Population.** Christy Jarrard, Rebekah Breithaupt, Jamani Garner, Bari House, & Deborah South Richardson, Augusta University

32. **Heroes and Villains.** Morgan Kinsey, April Fugett, Keith Beard, & Britani Black, Marshall University

36. **SEPA MENTOR AWARD ADDRESS**

   **1:00 – 1:50 pm**

   **Sabal Palm Ballroom**

   **Foster Civic Engagement and Cultural Competence Through Intervention Research**

   Tsu-Ming Chiang
   Georgia College & State University

   Noland White, Georgia College & State University, presiding

   **-Dr. Chiang is the 2021 recipient of the SEPA Mentor Award**
37. PAPER SESSION: Mixed Topics (Health Psych; Social/Personality)  
1:00 – 1:50 pm  
Leamington A

Abby Meyer, University of North Georgia, presiding

Evaluating Medical Student Stress and Burnout in the Preclinical Years. Madisen Faulkner, Meagan Lauber, Julie Mobley, Matthew Tucker, & Lauren Fowler, USC School of Medicine Greenville

Interpreting Facial Expressions Behind a Mask: An Experiment. Christina Pittman, Molly Masselli, & Stephanie Wright, Georgia Gwinnett College

38. CONVERSATION HOUR: Methods/Statistics  
1:00 – 1:50 pm  
Leamington B

Analytics in Practice: Professional Skills and Training for Psychology Careers

John Christopher, Wesleyan College  
Barbara Rowan, All Things Research, LLC

39. PAPER SESSION: Aggression  
1:00 – 1:50 pm  
Leamington C

Cassandra Germain, University of North Carolina A&T, presiding

In Their Own Voices: What Matters Most for Offender Desistance from Future Violence Following Focused Deterrence Notifications? Stacy Sechrist & John Weil, University of North Carolina at Greensboro

Lending Voice to the Community: A Needs Assessment Approach to Understanding Violent Crime and How to Address It. Stacy Sechrist, John Weil, & Chyna Nurse, University of North Carolina at Greensboro

FOLLOW SEPA ON SOCIAL MEDIA:

Twitter: @the_SEPA

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40. SYMPOSIUM: Teaching of Psychology
1:00 – 2:20 pm
Leamington D

Using Innovative Teaching Techniques in Undergraduate Psychology Courses: Symposium I

Jennifer Hughes, Agnes Scott College
Katharine Snyder, Methodist University
Tammy Zacchilli, Saint Leo University
Andrew Kelly, Georgia Gwinnett College
Bonnie Perdue, Agnes Scott College
Rebecca Eaker, Georgia Gwinnett College
Brian Bramstedt, Georgia Gwinnett College

41. SYMPOSIUM: Human Factors
1:00 – 2:20 pm
Leamington E

An Overview of Human Factors Methods and Applications

Paige Lawton, Shivani Patel, Cassandra Domingo, Carmen Van Ommen, & Christina Frederick
Embry-Riddle Aeronautical University

42. CEPO “JEDI” AWARD
1:00 – 2:20 pm
Leamington F

Justice, Equality, Diversity, and Inclusion Award
Oral Presentations

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

Fandom Communities’ Engagement in Black Lives Matters Digital Activism: A Study of Intragroup Processes. Taylar Johnson, & Manyu Li, University of Louisiana at Lafayette

Racial Differences in Social Support Among Women in the Southeast. Raegan Bishop, Asha Bradley, Tammy Greer, & Jennifer Lemacks, University of Southern Mississippi

Effects of Media Representations on Bias Towards Individuals with ASD. Hannah Benz, Nicole Iannone, Radford University, & Laura Ruth Parker, University of Houston Downtown

The Association Between Bilingualism, Stress Levels, and Social Support. Valentina Castillo, Rebecca Layfield, & Brooke Bennett-Day, Wesleyan College

Providing Full Scale DBT to Autistic Adolescents: Neurodiversity Affirming Multifamily DBT, A Case Series. Erynne Shatto, Austin Peay State University, Alexandra Lee, Louisiana State University, Kristyn Troyer, Kim Copeland, Seaport Psychological Consortium, & Brian Peters, Austin Peay State University
43. CE WORKSHOP D

1:00 – 4:00 pm
Bailey’s Baroney

Psychopharmacology: Physiological Actions and Interactions

Lauren A. Fowler, Ph.D.
University of South Carolina School of Medicine Greenville

Sharon M. Pearcey, Ph.D.
Kennesaw State University

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “D” on page 24 of this program.

44. CE WORKSHOP E

1:00 – 4:00 pm
Captain Jack Stoney

Making a Difference: Breaking the Intergenerational Cycle of Foster Care Through Baby Court Team

Amy Dickson, Psy.D., LSU Health Sciences Center
Sebastian Del Corral Winder, Psy.D., LSU Health Sciences Center
Amy E. Rinner, Psy.D., LSU Health Sciences Center

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “E” on page 25 of this program.

45. CE WORKSHOP F

1:00 – 4:00 pm
Lords Proprietors

Unleashing the Power and Potential of Gen Z

M. Katrina Smith, Ph.D. & Cheryl L. Brown, Ph.D.
Reinhardt University

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “F” on page 26 of this program.
46. PAPER SESSION: Learning/Cognition

2:00 – 2:50 pm
Leamington A

Benjamin Marsh, University of Tampa, presiding

Effect of Perpetrator Clothing and Gender on Change Blindness in a Person Swap Crime Scenario. Leilani Goodmon & Lisa Carter, Florida Southern College

Contact and Categorization: Intercultural Dynamics Reflected in the Cross-Race Effect. Benjamin Marsh, Nia Dyson, Rachel Packard, & Emily Simon, University of Tampa

47. CONVERSATION HOUR: Professional Issues

2:00 – 2:50 pm
Leamington B

Master’s Level Training in Clinical/Counseling Psychology: Accreditation and Licensure Issues

Sabina Widner, Augusta University
Jane Stafford, University of South Carolina Aiken
Robert Rotunda, University of West Florida
Brian Fisak, University of Central Florida

48. OUTSTANDING PROFESSIONAL PAPER AWARD

2:00 – 2:50 pm
Leamington C

Brooke Bennett-Day, Wesleyan College, presiding

Alibi Believability: Corroborator Certainty, Cooperativeness, and Relationship with Defendant. Meredith Allison & Courtney Kollar, Elon University

Socio-Emotional Resilience Among Older Adults During the COVID-19 Pandemic. Cindy Lahar, Angela Nadeau, Jayne Violette, Summer Roberts, Diana Reindl, & Carmella Coughlin-Torres, University of South Carolina Beaufort

The Cognitive Anatomy of Color-Word Stroop Effects. Emily Willoughby, University of Minnesota Twin Cities, & Tracy Brown, University of North Carolina Asheville

Weight Bias in Job Assessments Using Professional Social Media Sites. Wendy Wolfe, Kristen Miller, Alexander Peralta, & Kaitlyn Wyllie, Georgia Southern University

*Multicultural Orientation in Cross-Racial Clinical Supervision Processes and Outcomes. Melanie Wilcox, Elinita Pollard, K’Nadja Sims, Chandler Borel, Tierra Moss, Augusta University, Aisha Farra, University of Massachusetts Boston, & Danielle Zimmerman, Augusta University

*-recorded talk

**SEPA is grateful to the American Psychological Association Science Directorate for its sponsorship of the Outstanding Professional Paper Award**
49. POSTER SESSION: Clinical/Counseling; Ethnic/Minority; Human Factors

2:30 – 3:50 pm
Leamington Ballroom West

Deborah Baldwin, University of Tennessee, presiding

***All posters set up at 2:30 pm***
“Odd” numbered posters present from 2:30 – 3:10 pm
“Even” numbered posters present from 3:10 – 3:50 pm

Cluster 1: Clinical/Counseling

1. **Relationship Functioning During the COVID-19 Pandemic: Examining Marital Satisfaction and Verbal Aggression.** Marli Siciliano & CJ Fleming, Elon University

2. **Posttraumatic Stress and Familial Support on College Students’ Academic Achievement.** Kristen Hollas, Kelsey Coulthard, & Mary Lou Kelley, Louisiana State University

3. **Mental Health Service Experience in the Transition to College.** Shea Wenzler & Jared Keeley, Virginia Commonwealth University

4. **COVID-19 and Family Dynamics.** Sophia Evatt & Winford Gordon, Western Carolina University

5. **Moderators of the Distress Tolerance and Drinking Association.** Karolina Kazlauskaite, Douglas Glenn, & Cathy Lau-Barraco, Old Dominion University

6. **Impact of ACEs and Trauma on Receptivity to Trauma-Informed Training.** Kelly Daniel, Thomas Boyer, & Diana Morelen, East Tennessee State University

7. **Distress, Social Support, and Self-Compassion: Relationships with Mental Health.** Lisa Ross & Thomas Ross, College of Charleston

8. **The Impact of Trauma on Identity and Executive Functioning.** Stephanie Washburn, Bailey Wagaman, Emalee Kerr, & Steven Berman, University of Central Florida

9. **Trauma and Identity Among People With Expressive Language Disorders.** Bailey Wagaman, Emalee Kerr, & Steven Berman, University of Central Florida

10. **Preferences for Different Types of Therapeutic Interventions.** Alessandra Nash & Brooke Bays, Oglethorpe University

11. **Reducing Stress Among College Students.** Pamela Font, Hannah DeCosta, Alexander Rolle, Megan Waddell, Rachel Packard, Alexandra Herrmann, Brooke Haney, & Erica Yuen, University of Tampa

12. **ADHD Symptoms, Sleep, and Well-Being at a Military College.** Katarina Judge, Bernetha Davis, Kaleb Martin, Grayson Bainbridge, & Laura Eddy, The Citadel

13. **Adverse Childhood Experiences and Risky Behavior: The Buffering Effect of Hardiness.** Lindsey Heard & C. Thresa Yancey, Georgia Southern University
14. **TRANSVERSE: Development of the Transgender Veteran Quality of Life Scale.** Miranda Essa, University of Central Florida, Michelle Cruz, Jesse Do, Nancy Jones, James A. Haley Veterans’ Hospital, & Steven Berman, University of Central Florida

15. **Perceptions of Social Media Discussion in Therapy.** Jing Wen Ong & Dorthie Cross, Georgia Southern University

16. **ADHD, Executive Functioning, and Self-Esteem.** Sarah Chacko & Bryan Poole, Lee University

17. **The Effects of Childhood Trauma on the Locus of Control.** Jada Ledgister & Bryan Poole, Lee University

18. **Factors Impacting Coherence and Self-Efficacy in Survivors of Sexual Trauma.** McKenna Whitley, Aliyah Beasley, Elizabeth Schultz, & Stephanie Jett, Georgia College & State University

19. **Mental Health Treatment Preference in Veterans with PTSD.** Katherine Graves, Elizabeth Schultz, McKenna Whitley, Aliyah Beasley, Sherree Clark-Metcalf, Georgia College & State University, Brett Slagel, Uniform Services University, & Stephanie Jett, Georgia College & State University

20. **Does Psychological Avoidance Predict Symptoms of Scrupulosity/Religious OCD?** Russell Micaela, University of Central Florida, Jesse Fox, Evan Copello, Stetson University, & Brian Fisak, University of Central Florida

21. **Filling the Void: Boredom, Excessive Acquisition, and Difficulties Discarding Items.** Emily Weiss, McWelling Todman, Maya Ismach, Ali Revill, Sally McHugh, & Kate McCoy, The New School

22. **Internalizing Behaviors in Children At-Risk for Autism Spectrum Disorder.** Haylee Babb, Timothy Hanchon, The Citadel, Catherine Bradley; Andrea Boan, Medical University of South Carolina, & Audrey Parrish, The Citadel

23. **An Exploration of Gender, Hometown Rurality, and Sexual Assault in a College Student Sample.** Katherine Kennon & Dorthie Cross, Georgia Southern University

24. **Community Violence Exposure and Posttraumatic Stress: Discrimination as a Moderator.** Carine Leslie, Maria de Jesus Elias, Chelsea Williams, & Terri Sullivan, Virginia Commonwealth University

**Cluster 2: Ethnic/Minority**

25. **An LGBTQIA+ Flourishing Model: Interactive Effects of Burdensomeness and Resilience.** Angel Long & Jeff Klibert, Georgia Southern University

26. **Immigration, Acculturative Stress, and Identity Among Emerging Adults.** Bailey Wagaman, Emalee Kerr, Reilly Branch, & Steven Berman, University of Central Florida

27. **Examining the Impact of Cardiovascular Illness and Diabetes on the Psychological Wellbeing of Older Adults.** Sreenath Panchagnula, Bryman Williams, & Melvin Davis, Jackson State University

28. **Depressive Symptoms and Parenting Cognitive Errors: Does Afrocentric Worldview Attenuate the Relationship?** Savannah Quinn Lanier, Shaqueena Moore, & Gail Kemp, Mercer University
29. **Effects Of Culturally Competent Neuropsychological Assessments on African American Patients.** Sherly Smith, Mercer University

30. **Vaccine Attitudes Among African American and Nigerian Collegiate Students.** Calvin Smith & Kizito Okeke, Alabama State University

**Cluster 3: Human Factors**

31. **Forensic Analysis of a Misstep Incident.** Sean Tuckman, Michel McClure, Jackson Davis, & Benjamin Stephens, Clemson University

32. **Conspicuity of Skylight Hazards: Priming and Alerts.** Michel McClure, Owen Minello, Jackson Davis, & Benjamin Stephens, Clemson University

33. **Conspicuity of Walkway Height Changes.** Rachel Staats, Logan Osborne, Katie Griffin, Lauren Ferrara, & Benjamin Stephens, Clemson University

34. **Validity of Magnitude Estimation of Traffic Sign Conspicuity.** Margaret Tutaj, Lauren Ferrara, Katie Griffin, Logan Osborne, & Benjamin Stephens, Clemson University

**50. SEPA HISTORY SYMPOSIUM**

*2:30 – 3:50 pm*  
*Leamington D*

*The Future of SEPA and Other Scholarly Psychological Organizations:*  
*A Symposium in Honor of W. Harold Moon*

Steve Hobbs, Augusta University, presiding

Participants:  
Timothy Hanchon, The Citadel (Keynote)  
Al Finch, The Citadel (Discussant)  
Steve Nida, The Citadel (Discussant)  
James Pate, Georgia State University (Discussant)  
Merry Sleigh, Winthrop University (Discussant)

**51. CEPO/SEPA INVITED ADDRESS**

*3:00 – 3:50 pm*  
*Sabal Palm Ballroom*

*Don’t Let the Bast**ds** Hold You Back, and Other Lessons from Psychological Science on Success*

Bonnie Greene  
East Stroudsburg State University  
National Science Foundation Division of Undergraduate Education

Linda Jones, Belmont University, presiding
52. PAPER SESSION: Social/Personality
3:00 – 3:50 pm
Leamington A

Jenny Holcombe, University of Tennessee at Chattanooga, presiding

Willingness of Faculty and Students to Engage in Racial Dialogues. Candace Lapan, Wingate University

Humor and Perceptions of Political Identity. William Rice & Thomas Ford, Western Carolina University

53. CONVERSATION HOUR: Teaching of Psychology
3:00 – 3:50 pm
Leamington B

APA (7th ed.) Formatting Workshop
Melanie Fowler
Florida Southern College

54. PAPER SESSION: Emotion/Motivation
3:00 – 3:50 pm
Leamington C

Jutta Street, Campbell University, presiding

An Improvement of an Emotion Study Using MGGUM. Na Liu, James Roberts, & Tsz Yeuk Hui, Georgia Institute of Technology

Compensatory Behaviors. Christina Pittman, Molly Masselli, & Stephanie Wright, Georgia Gwinnett College

55. CONVERSATION HOUR: Forensic
3:00 – 3:50 am
Leamington E

ECT in Forensic Inpatients with Treatment Resistant Schizophrenia
Cassandra Groth, Amanda Seamon, & Sandarsh Surya
Augusta University
56. PAPER SESSION: Learning/Cognition

Lydia Qualls, Virginia Tech University, presiding

On the Threshold of Measuring Individual Differences in Attention. Gracya Rudiman & David Washburn, Covenant College

Math Anxiety and Performance Following Observational Learning and Performance Pressure. Michael Duthie, Laura Crandall, Michael Haney, Kenan White, Lillian Zhu, Sunny-Odio Chinenyenwa, Lindsey Davis, Evanna Woods, & Jodi Price, University of Alabama Huntsville

57. SEPA ROSECRANS I ADDRESS

Optimizing Cognition through the Lifespan: An Ecological Approach

Elizabeth A.L. Stine-Morrow
University of Illinois

John Bohannon, Butler University, presiding

Even though certain abilities normatively decline with aging, there is tremendous variability in individual trajectories of cognitive health. Research with training paradigms in which specific cognitive skills are exercised has provided little evidence of transfer to everyday cognition, or even to closely related skills. The utility of an ecological approach to cognitive enrichment in which cognitive skills are exercised in the environmental and psychological contexts of everyday life is considered. Evidence from engagement interventions involving (a) team-based creative problem solving and (b) literacy will be reviewed, as well as training studies to isolate mechanisms of cognitive enhancement in the ecology of everyday life.

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

• Identify normative patterns of cognitive aging.
• Describe the difference between training and engagement approaches to cognitive enrichment.
• Define transfer and alternative approaches to measurement.

Level: Introductory; 1 CE credit available
58. SEPA PRESIDENTIAL ADDRESS

Moving Away from WEIRD Research and Evaluation Using One Word at a Time

Rihana Mason
Georgia State University

Gary Bingham, Georgia State University, presiding

Psychological science is moving forward to embrace research that removes participation barriers for persons who are non-WEIRD (e.g., western, educated, industrialized, rich, and democratic). This presidential address weaves together a summary of research that is tied to the study of words in non-WEIRD (e.g., children, less educated and persons from low-income backgrounds) populations. The review of key studies will highlight methods to investigate word learning as a life-long skill and the challenges that exist for tracking what persons know across the word learning continuum. The research review will be expanded to include implications related to applications for children and adults. This presentation will also include personal reflections related to multidisciplinary research-practice partnerships.

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

• Describe the word learning continuum.
• Discuss the advantages and disadvantages of studying word learning from a multidisciplinary perspective and collaboration among psychologists, linguists, educators, and speech language pathologists in aim to include non-WEIRD populations in psychological research.
• Define semantic mapping.
• Discuss the advantages and disadvantages of engaging in research-practice partnerships.
• Apply knowledge of semantic mapping to real-world applications for children and adults.

Level: Introductory; 1 CE credit available

59. PRESIDENTIAL RECEPTION

6:00 - 8:00 pm
The Basshead Deck

8:00 - 10:00 pm
Dessert & Live Music
The Basshead Deck

60. CEPO BUSINESS MEETING

8:00 - 9:00 pm
Palmetto Boardroom

Linda Jones, Belmont University, presiding
PRESIDENTIAL RECEPTION

In honor of:

Rihana Mason, Georgia State University

6:00 - 8:00 pm

Dessert & Live Music
8:00 - 10:00 pm

The Basshead Deck
(Outdoors - oceanside*)

Reception is open to all meeting attendees

Heavy Hors d’Oeuvres

Cash Bar

*In the event of inclement weather, the reception will be held in The Café
(Lower Lobby Level)
Coffee Break

Sponsored by the M.S. in Applied Clinical Psychology Graduate Program at the University of South Carolina Aiken

8:00 – 10:00 am
The Basshead Deck*

*In the event of inclement weather, the coffee break will be served in the Ballroom Foyer

61. CEPO/PSI CHI UNDERGRADUATE RESEARCH POSTER SESSION II

8:30 – 9:50 am
Leamington Ballroom

Jenny Mason, Cumberland University, & Linda Jones, Belmont University, presiding

***All posters set up at 8:30 am***
“A” posters present from 8:30 - 9:10 am
“B” posters present from 9:10 - 9:50 am

1A. How Perceived Moral Character Influences Assigned Blame, Responsibility, and Punishment in Vehicular Heatstroke Cases. Morgan Kaltwang & Jennifer Gray (Faculty Sponsor), University of South Carolina Upstate

1B. The Other-Race Effect (ORE) and Face-Name (FN) Associations. Temilayo Ogungbemi & Robert Wiley (Faculty Sponsor), University of North Carolina at Greensboro

2A. Obesity Education and its Impact on Weight Bias in the Undergraduate Population. Katherine West & Jutta Street (Faculty Sponsor), Campbell University

2B. Risky Decision-Making as Related to Parenting-Style. Kaylee Broome & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte

3A. The Effect of Spirituality on Bullying Behavior and Correlations of Forgiveness to Victimization Outcomes. Kristina Brandt & Christina Sinisi (Faculty Sponsor), Charleston Southern University

3B. Violence Exposure and Aggression Among Adjudicated Adolescents. Laura Horton, Kelli Thompson (Faculty Sponsor), & Kylie Seaton, Auburn University
4A. Assessing Selective Attention and Change Blindness Across Social Groups. Natalie Stewart, Lucy Pincus, & Audrey Parrish (Faculty Sponsor), The Citadel

4B. Racially-Ambiguous Latino Faces Recognized Better When Not Categorized as Latino. Rachel Packard, Ashley Ruehle, Gabrielle Grishko, & Benjamin Marsh (Faculty Sponsor), University of Tampa

5A. The Relationship Between Mindfulness and Stress During the COVID-19 Pandemic. Samantha Starr, Carmen Sumner, Jose Rodriguez Cruz, & Taylor Newton (Faculty Sponsor), Lenoir-Rhyne University

5B. Contradictory Findings Regarding Memory Specificity and the FAB. Matthew Traversa, Alexandra Danilowicz, Emily Peterson, Spencer Close, Lauren Chadwick, Kelsey Garner, John Tucker, William Ward, Krystal Langhorne, Emily Pappalardo, Emma Friedmann, Rachel Pitts, Gabriela Rocha, Kaylee Harris, Sheena Kron, Elizabeth Mazzello & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

6A. The Effect of Visual-Audio Redundancy on Working Memory and Learning on a Serial Recall Task. Reganne Miller, Makayla Reynolds, Daisy Pratt, Madison Cornelius, Johnna Brown, & Gregory Corso (Faculty Sponsor), Morehead State University

6B. Investigating Belonging and Wellness Risk Factors Among Black, Multiracial, and Latine College Students Attending a Predominantly White Institution. Khyla Guishard, Sarah Martinez, Harlee Parden, Rachel Pope, & Whitney Heppner (Faculty Sponsor), Georgia College & State University

7A. Do You Own Your Information? Adults’ and Children’s Intuitions About Who Owns Different Types of Information Shared with an App. Jason Fahey & Shaylene Nancekivell (Faculty Sponsor), University of North Carolina at Greensboro

7B. Reactions to Teachers’ Responses of Bullied Students with Behavioral Differences. Hope Geraghty, Olivia Schalk, & Deah Quinlivan (Faculty Sponsor), Florida Southern College

8A. Poorer Memory for Racially Non-Prototypical Faces Grouped with Prototypical Faces. Nia Dyson, Rachel Packard, Leah Maher, & Benjamin Marsh (Faculty Sponsor), University of Tampa

8B. Improving Contact Tracing Methods Using Psychological Science. Gabriela Lay, Hana Chae, Haley Dawson, Jacqueline Evans, Ronald Fisher, Florida International University Rachel Dianiska, University of California Irvine, Christian Meissner, Iowa State University, & Deborah Goldfarb (Faculty Sponsor), Florida International University

9A. Associations Between Loneliness and Drug Use in College Students. Lexie Cooper, Rachel Pope, & Whitney Heppner (Faculty Sponsor), Georgia College & State University

9B. Helping Our Students: A Qualitative Study of the Most Effective Study Styles for Students During Virtual Learning. Markell Ward & Medha Talpade (Faculty Sponsor), Clark Atlanta University

10A. Accuracy of Short-Term Memory on the Recognition of Events. Maria Martinez & Sheila Brownlow (Faculty Sponsor), Catawba College

10B. The Sense of Belonging in University Student Groups. Lindsay Elmore & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte
11A. The Associations Between Collective Self-Esteem and Intergroup Anxiety. Veda Balaji & Erin Tone (Faculty Sponsor), Georgia State University

11B. Emotion Regulation Mediates the Relationship Between Neglectful Parenting and Anxiety. Sinai Ramos Planas & Michael Eskenazi (Faculty Sponsor), Stetson University

12A. Examining the Fading Affect Bias across Alcohol and Non-Alcohol Events Online. Gabriela Rocha, Molly Nolan, Rachel Pitts, John Tucker, Matthew Traversa, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

12B. The Role of Interpersonal Contact in the Use of Preferred Gender Pronouns and Transgender Attitudes. Abigail Bowman, Cody Hubbard, & Celeste Gaia (Faculty Sponsor), Emory & Henry College

13A. Authoritative Parenting Moderates the Association Between Social Media Use and Self-Esteem. Lauren Adams, Andrew Rodrigues, Rachel Pauletti, Bell Cooper, & Patrick Cooper (Faculty Sponsor), Lynn University

13B. Meaning-Generation as a Result of Suffering. Jared Nodine, Courtney Franklin, & Darren Ritzer (Faculty Sponsor), Winthrop University

14A. Does Alcohol Impact Dominance Displays of Betta Splendens? Trent Leggett, Katherine Archer, Amanda Beard, & Kristina Dandy (Faculty Sponsor), Georgia College & State University

14B. Social Support Moderates the Relationship Between Perfectionism and Anxiety. Ivana Mazariegos & Michael Eskenazi (Faculty Sponsor), Stetson University

15A. Examining College Students' Mental Health: How Parenting Style and Birth Order Affects College Student's Mental Health. Hope Culbreth, Lauren Archie, & Matthew Hayes (Faculty Sponsor), Winthrop University

15B. The Effect of Stress on Coping Habits Amongst College Students. Kayla Fisco & Kevin Kieffer (Faculty Sponsor), Saint Leo University

16A. Health or Wealth: Where is Our Money Going? DeAngelo Fletcher & Evelyn Blanch-Payne (Faculty Sponsor), Morehouse College

16B. College Students' Loneliness & Self-Worth During the Covid-19 Pandemic. Natalie Van Noy & Jennifer Samson (Faculty Sponsor), Queens University of Charlotte

17A. Impact of COVID-19 on Executive Functions. Rachael Vascasseno, Shannon Ackerman, & Adam Lawson (Faculty Sponsor), Eastern Kentucky University

17B. Aspects of Personality Involved in Persistence. Makayla Reynolds, Johnna Brown, Reganne Miller, Daisy Pratt, Madison Cornelius, & Gregory Corso (Faculty Sponsor), Morehead State University

18A. The Correlation Between Social Media Use and Happiness in College-Age Students. Odein Karibi-Whyte & Evelyn Blanch-Payne (Faculty Sponsor), Morehouse College

18B. The Relationship Between Leadership and Dark-Triad Personality Traits. Adrianna Bustle, Kenia Gallegos, Hunter Alltop, Eliza Hilton, & Taylor Newton (Faculty Sponsor), Lenoir-Rhyne University

19A. Pandemic Impacts on Mental Health and Alcohol Use in College Students. Iyanah Smith, Lauren Danzey; Connor Morgan, & Sarah Lust (Faculty Sponsor), Auburn University
19B. **Understanding the Motivators and Barriers to African American College Women Athletes’ Success.** Kyree Hall & Rashunda Richardson (Faculty Sponsor), Winston-Salem State University

20A. **Mandated Social Distancing Does Not Influence Mental Health Outcomes.** Andrew Rodrigues, Lauren Adams, Bell Cooper, Rachel Pauletti, & Patrick Cooper (Faculty Sponsor), Lynn University

20B. **Paranormal Beliefs: Headlines vs Scientific Presentation.** Hunter Moody & Justin Bailey (Faculty Sponsor), Limestone University

21A. **Does Cortisol Level Predict Self-Reports of Test Anxiety?** Erin Batarseh, Abby Doster, & Sharon Pearcey (Faculty Sponsor), Kennesaw State University

21B. **Individual Difference in the Acceptance and Adoption of Highly Automated Systems.** Margaret Easley, Nathaniel Branham, Emily Wilson, & Kristin Weger (Faculty Sponsor), University of Alabama in Huntsville

22A. **The Multidimensionality of How Income Level, Race, and Gender Impact Political Attitudes.** Sudeepa Pisipati, Zhaoyu Wang, & James Roberts (Faculty Sponsor), Georgia Institute of Technology

22B. **How People’s Perception of Political Attitude Statements Vary across Income Level, Race and Gender?** Sudeepa Pisipati, Zhaoyu Wang, & James Roberts (Faculty Sponsor), Georgia Institute of Technology

23A. **Perception of Social Acceptance and its Effects on Risky Behavior.** Reese Bradley, Jacob Hart, & Carole Yue (Faculty Sponsor), Covenant College

23B. **Gender Identity and Face Typicality: How Race and Political Ideology Shape Attitudes and Perceptions of Transgender Individuals.** Lisa Maltos, Kahla Childers, & Connie Ringger (Faculty Sponsor), University of North Georgia

24A. **Impacts of Biased Scientific COVID-19 News Reporting on Mortality Salience.** Jena Wilkinson & Ei Hlaing (Faculty Sponsor), University of Lynchburg

24B. **Social Media and Mental Health.** Bailey Shea & Michelle Phillips-Meek (Faculty Sponsor), Limestone University

25A. **Age and Gender Related Differences in Anxiety and Pain Response to COVID-19 Testing.** Basil Ghali & Evelyn Blanch-Payne (Faculty Sponsor), Morehouse College

25B. **Dissociative Identity Disorder: The Media and Malingering.** Josephine Chestnut & Darren Ritzer (Faculty Sponsor), Winthrop University

26A. **The Undercover Culprit in the Virtual World: Emotional Invalidation in Social Media.** Sophie Thompson & Meredith Elzy (Faculty Sponsor), University of Tampa

26B. **The Relationship Between Social Media Use and Body Image.** Megan Pham, Carlee Caskaddon, Ataysha Fininen, & Taylor Newton (Faculty Sponsor), Lenoir-Rhyne University

27A. **Shared or Separate Syntax? Limitations of the Bilingual Sentence Superiority Effect.** Portia Washington & Robert Wiley (Faculty Sponsor), University of North Carolina at Greensboro

27B. **Applying Individual Differences Scaling to the Measurement of Perceived Facial Emotions.** Stevi Floyd, Zhi Chai, & James Roberts (Faculty Sponsor), Georgia Institute of Technology
28A. **Relationships Between Dominance Displays of Betta Splendens: Effects of Alcohol.** Allison Ehrenhalt, Sydney Clever, Anna Graves, & Kristina Dandy (Faculty Sponsor), Georgia College & State University

28B. **Investigating Feelings of Belonging, Psychological Wellness, Self-Injury and Suicide Risk Among Transgender and Gender Non-Conforming College Students.** Harlee Parden, Khyla Guishard, Rachel Pope, & Whitney Heppner (Faculty Sponsor), Georgia College & State University

29A. **The Affective and Motivational Mechanisms of Autobiographical Memory in African Americans.** James Miller & Cynthia Winston-Proctor (Faculty Sponsor), Howard University

29B. **The Role of Jealousy and Trust in Relationships.** Nina Mescia & Carmen Farrell (Faculty Sponsor), University of South Carolina Beaufort

30A. **Protagonist's Race Affects How a Narrative is Remembered.** Ashley Myers, Lauren Sass, Emily Simon, & Benjamin Marsh (Faculty Sponsor), University of Tampa

30B. **The Influence of Diversity Training in Detecting and Responding to Microaggressions in the Classroom.** Kendall Lisa, Camille Armstrong, & Ashley Taylor (Faculty Sponsor), Georgia College & State University

62. **CE WORKSHOP G**

8:30 – 10:30 am
Bayley’s Baroney

**The Traumatic and Ongoing Legacy of Slavery and Racism**

Emily Smith Schafer, Ph.D.
University of South Carolina

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “G” on page 27 of this program.

63. **PAPER SESSION: Measurement/Evaluation**

9:00 – 9:50 am
Leamington A

Cathy Grist, Western Carolina University, presiding

**Development and Validation of Child Maltreatment History and Impact Measure.** David Solomon, Annabel Franz, Adam Hicks, Cathy Grist, David McCord, Collin Williams, Shallah Glover, & Jessica Bell, Western Carolina University

**Associations Between M5-PS-35 and C-TRF Scores.** Jacob Brown & Cathy Grist, Western Carolina University
64. PAPER SESSION: Ethnic/Minority 9:00 – 9:50 am  
Leamington B

Erin Moore, Old Dominion University, presiding

Spanish Code-Switching with Control. Lily Halsted, Queens University

Emotional Support and Fatalism Predicts Sugar Consumption for Southeastern Natives. Asha Bradley, University of Southern Mississippi, MacKenzie Paul, Mississippi State University, Benjamin Goudy, Sermin Aras, Michael Madson, Jennifer Lemacks, & Tammy Greer, University of Southern Mississippi

65. CONVERSATION HOUR: Forensic 9:00 – 9:50 am  
Leamington C

Effective and Ineffective Multidisciplinary Treatment Teams and Forensic Competency Restoration

Cassandra Groth
Augusta University

66. SYMPOSIUM: History 9:00 – 10:50 am  
Leamington D

Eminent Psychologists of the Southeast: In Honor of Charles L. Brewer

Steve Nida, The Citadel, presiding

Introduction. Debra Sue Pate, Jackson State University


Brewer’s Influence at Furman University (video recording previously presented at the 2019 meeting of the American Psychological Association). G. Einstein, E. Nocks, J. Batson, Furman University

Life and Career: The Earlier Years (with a Fuzzy Boundary). James L. Pate, Georgia State University

Life and Career: The Later Years (with a Fuzzy Boundary). Debra Sue Pate, Jackson State University
67. CONVERSATION HOUR: Teaching of Psychology
9:00 – 9:50 am
Leamington E

Teaching Resources: Updates and Discussion from the APA's CABE

Todd Joseph, Hillsborough Community College
Karen Brakke, Spelman College

68. PAPER SESSION: Clinical/Counseling
9:00 – 9:50 am
Leamington F

Kevin Bolinskey, Indiana State University, presiding

Identifying Positive, Negative, and Disorganized Schizotypy with the MMPI-2-RF. Madyson Morris, Catherine Ebarb, Marcus Thomas, Alexandra Duklis, Abigail Frosina, & Kevin Bolinskey, Indiana State University

A Comparative Analysis of Self-Concept and Mental Health Attitudes in College Students from the U.S. and Peru. Gail Scott, Chris Ziegler, Patrick Devine, Kennesaw State University, Carlos Almenara, Peruvian University of Applied Sciences (UPC), Rachel Zimmerman, & Aaron Rose, Kennesaw State University

69. CE WORKSHOP H
9:00 – 11:00 am
Captain Jack Stoney

Intercultural Competence: Activities and Dialogues

Virginia Wickline, Ph.D.
Georgia Southern University

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “H” on page 28 of this program.
Clinician Safety: Prevention and Management of Violence in Your Practice

Julie S. Costopoulos, Ph.D., Florida Institute of Technology

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “I” on page 29 of this program.

71. POSTER SESSION: Learning/Cognition; Sexuality

10:00 – 11:20 am
Leamington Ballroom West

LeAnne Epling, University of Pikeville, presiding

***All posters set up at 10:00 am***
“Odd” numbered posters present from 10:00 – 10:40 am
“Even” numbered posters present from 10:40 – 11:20 am

Cluster 1: Learning/Cognition

1. **Student-Life Stress Based on Undergraduate Area of Study.** Megan Roberts, Winnie Folk, Meredith Gelpi, & Kimberly Wood, Samford University

2. **The Effect of Confidence Inflation and Group Bias on Jury Perception of Eyewitness Testimony.** Monica Saad & Juan Guevara Pinto, Rollins College

3. **Renewal of Fear and Generalization Over Time.** Edward Callen, Emma Nettles, & Elizabeth Drake, University of South Carolina Aiken

4. **Can Experience with Physical Sciences Predict Mental Rotation Ability?** Abigail Walters, Contessa Maggard, Kelsie McMannen, & Sheila Brownlow, Catawba College

5. **Disentangling the Rhythm from the Melody: What Really Causes the Mozart Effect?** Leilani Goodmon & Madison Meares, Florida Southern College

6. **Can Humans Be Conditioned By a Concept?** Dixie Laws, Lenoir-Rhyne University, & Winford Gordon, Western Carolina University


8. **Are Humans Unique?: Assessing Dominance Perception and Categorization in Monkeys.** Ashley Meacham, Meghan Sosnowski, Sarah Brosnan, & Heather Kleider, Georgia State University
9. **Pseudoscientific Beliefs, Freudian Theories, and Scientific Literacy Among University Students.** Madisen Duke, Alison Hamlin, Brooke Bunting, Nancy McCarley, & Joshua Williams, Georgia Southern University

10. **Conflict Saliency and Fake News Reminders Improve Memory and Beliefs.** Aaron Goldman, Paige Kemp, University of North Carolina Greensboro, Vanessa Loaiza, University of Essex, & Chris Wahlheim, University of North Carolina at Greensboro

11. **Learning with the Internet of Things Appliances.** Chuck Robertson, Michele Hill, Whitney Auer, Sarah Estes, Javier Flores, Brooke Hancock, Whiteny Little, Alyssa McGrail, & Caeley Wilson, University of North Georgia

12. **The Role of Symbols in Relational Conceptualization.** Andres Sanchez, Barbara Church, & J. David Smith, Georgia State University

13. **Effect of Lying on Memory for In-Person vs Online Studies.** Christina Page, Lena Ayoub, & Eric Rindal, Georgia College & State University

14. **Memory Differences Between GIFs and Static Images Over One Week.** Robert Cone, Emma Crumby, & Eric Rindal, Georgia College & State University

15. **Time Series Analysis of Time Reproduction Data.** Kaylyn Wertz, Thomas Pierce, Hannah Benz, & Talia Neal, Radford University

16. **College Students' Memory for an Escape Room Event.** Jennifer Queen, Misa Oliver, & Sheldon Odunna, Rollins College

17. **Effect of Structure Building on Testing With and Without Feedback.** Kaylyn Wertz, Hannah Benz, Makayla Dulaney, Radford University, Morgan Shumaker, Texas Christian University, & Kathleen Arnold, Radford University

18. **The Influence of Reward and Motivation on Reactive Cognitive Control.** Jacob Robbins, Mia Melone, & Amanda Clark, University of Tennessee Chattanooga

19. **Youth Sports, Executive Function, and Math Between the First and Third Grade.** Derek Becker, Alleyne Broomell, & Cathy Grist, Western Carolina University

20. **Learning from Closed-Book Writing: Effects of an Outline Intervention.** Hannah Benz, Saleena Lynch, Makayla Dulaney, Ryan Taylor, Radford University, Morgan Shumaker, Texas Christian University, & Kathleen Arnold, Radford University

21. **The Influence of Prior Suspect Familiarity On The Cross-Race Effect.** Soha Munir, Hana Olof, Alex Wooten, Hollins University, & Curt Carlson, Texas A&M University - Commerce

22. **Does Emotion Help Prospective Memory? A Study in Stimuli Efficacy.** Danielle Gershman, The University of Tennessee Chattanooga

23. **Through the Filtered Lens: How do Filtered Photos Impact Subsequent Facial Recognition?** Nick Garcia & Sara Davis, University of North Florida

24. **Day One Matters: Students' Success Begins with the Syllabus.** Ece Yuksel, David Shields, & Lori Sheppard, University of Mount Olive

25. **Strategic Learning: Testing and Feedback on Value-Directed Remembering.** Madison Presley, Felix Frost, Morgan Shumaker, Ryan Taylor, Catherine Middlebrooks, & Kathleen Arnold, Radford University
26. Effects of a Teaching Expectancy on Relative Metacomprehension Accuracy. Mikenzi Brasfield & Ian McDonough, University of Alabama

27. Do Racial Biases Influence Face Recognition and Lineup Identification? Megan Capodanno & Heather Kleider, Georgia State University

28. Romantic Rejection: Effect on Memory and Our Desire to Belong. Allan Schneider, Mandy Hall, Joseph Price, & Reyna Carrillo, Butler University

Cluster 2: Sexuality

29. Sexual Orientation, Sexual Assault, and Identity Distress. Bailey Wagaman, Emalee Kerr, Stephanie Washburn, Andrea Mullin, & Steven Berman, University of Central Florida

30. Masculinity and Gender Moderates Relation Between Maltreatment and Sexual Risk. Sydney Strother & Mary Moussa Rogers, University of South Carolina Aiken

31. ACEs and Risky Sexual Behaviors in a South African Township. Teliyah Cobb & Jill Stinson, East Tennessee State University

32. Parent-Child Relationship Quality and Depression/Anxiety in Queer Youth. Alexandra McCrary & Alice Davidson, Rollins College


34. Real vs. Perceived Homophobia Within a Mid-Size, Appalachian College Campus. Collin Williams, Sloan White, & David Solomon, Western Carolina University

72. PSI CHI DISTINGUISHED SPEAKER

10:00 – 10:50 am
Sabal Palm Ballroom

Specific Processes of Intelligence and Relationships in Academic Learning (SPIRAL)

A. Nayena Blankson
Spelman College

Darren Bernal, University of North Carolina Asheville, presiding

Intelligence has been studied for over a century. However, in most studies of achievement, intelligence is often treated as one one only one factor, IQ. Use of IQ in research obfuscates what we can learn about intelligence as a predictor of achievement. I will discuss reasons why we should "cancel" IQ and present a new theory, SPIRAL, that can guide future research on cognition and achievement.
73. PAPER SESSION: Social/Personality  
10:00 – 10:50 am  
Leamington B

William Collier, University of North Carolina at Pembroke, presiding

Microchips and Biological Weapons: COVID-19 Conspiracy Beliefs and Correlates.  
Cynthia Hall, Madison Lilly, Ashley Lingerfelt, Calyn Sizemore, & Maison Black, West Virginia University - Institute of Technology

The Impact of Mindfulness and Time Perspective on Business Ethics.  
William Collier, University of North Carolina at Pembroke

74. SYMPOSIUM: Teaching of Psychology  
10:00 – 11:20 am  
Leamington C

Using Innovative Teaching Techniques in Undergraduate Psychology Courses: Symposium II.  
Jennifer Hughes, Agnes Scott College  
Joel Thomas, Agnes Scott College  
M. Katrina Smith, Reinhardt University  
Bonnie Perdue, Agnes Scott College

75. PAPER SESSION: Ethnic/Minority  
10:00 – 10:50 am  
Leamington E

Cindy Lahar, University of South Carolina Beaufort, presiding

Cultural Vulnerability: An Intrapersonal, Self-Exploration Tool for DEI Trainings.  
Millie Cordaro, Texas State University, & Arlen Garcia, Miami Dade College

The Relationship Between Political Ideology and Judgments About Black Lives Matter Protests.  
Ian Marburger, Stephanie Wright, & Robert Compton, Georgia Gwinnett College

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76. CONVERSATION HOUR: Association of Heads of Departments of Psychology

10:00 – 10:50 am
Leamington F

So You Want to Be Department Chair?

Stefanie Keen, University of South Carolina Upstate, presiding

Attendees of this session will have the opportunity to chat informally with and/or ask questions of Department Chairs from similar types of institutions regarding their typical roles and responsibilities. This session offers an excellent opportunity to gain useful insights on chairing academic departments of psychology.

Participants: Sheila Brownlow, Catawba College
Lee Gillis, Georgia College & State University
Michelle Phillips-Meek, Limestone University

77. EARLY CAREER RESEARCH AWARD

11:00 – 11:50 am
Sabal Palm Ballroom

Kelly Cate, University of North Georgia, presiding


College Student Well Being and Academic Functioning During COVID Across ADHD Symptom Levels. Laura Eddy, Katarina Judge, Bernetha Davis, Kaleb Martin, & Grayson Bainbridge, The Citadel

College Students' Anxiety, Stress, and Coping a Year After the Onset of the COVID-19 Pandemic. Neda Moinolmolki, College of Coastal Georgia

78. PAPER SESSION: Clinical/Counseling

11:00 – 11:50 am
Leamington A

Alexandra Macdonald, The Citadel, presiding

The Role of Distress Tolerance in the Relationship Between Cumulative Trauma and PTSD Symptom Severity. Emily Rowe, Nishan Dhungel, Benjamin Helms, & Brianna Byllesby, Western Carolina University

Behavioral Health Problems Among Firefighters and Overview of Multilevel Response Strategies: The Northwest Florida Resiliency Project. Robert Rotunda, Joseph Herzog, Dana Dillard, Erin King, University of West Florida, & Kellie O'Dare, Florida A&M University
79. **PAPER SESSION: Religion**

11:00 – 11:50 am

Leamington B

David Washburn, Covenant College, presiding

**The Effect of Religion on Investment Interest in Hypothetical Companies.** Alicia Macchione, Faith Brown, Donald Sacco, & Lucas Keefer, University of Southern Mississippi

**Let’s Talk About Periods: A Menses Survey.** Savannah Savage & David Washburn, Covenant College

80. **PAPER SESSION: Mixed Topics (Development; Learning/Cognition)**

11:00 – 11:50 am

Leamington D

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

**Stress Management to COVID-19 with Adult Attachment and Security Object.** Tsu-Ming Chiang & Lauren Romfo, Georgia College & State University

**Effect of Nicotinic Compounds on Cognition in Adult Rats.** Joshua Rodefer, Madison Wagner, & Sarah Maitland, Mercer University

81. **INTEREST GROUP: Teaching of Psychology**

11:00 – 11:50 am

Leamington E

**Teaching at the Community College: Ideas and Networking**

Todd Joseph, Hillsborough Community College

Kathleen Hughes, Pasco-Hernando State College

Lora Vasiliauskas, Virginia Western Community College

82. **CEPO CONVERSATION HOUR**

11:00 – 11:50 am

Leamington F

**Resume Workshop for Undergraduate Students**

Jenny Mason, Cumberland University, presiding
83. CE WORKSHOP J

11:00 am – 12:00 pm
Captain Jack Stoney

A Class in Race Relations that had a Very Positive Impact

Peter Kranz, Ph.D.
University of Texas Rio Grande Valley

1 CE credit - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.
See information under “J” on page 30 of this program.

84. POSTER SESSION: Cognitive Neuroscience; Graduate Student Research Award; Therapies

11:30 am – 12:50 pm
Leamington Ballroom West

Benjamin Marsh, University of Tampa, presiding

***All posters set up at 11:30 am***
“Odd” numbered posters present from 11:30 am – 12:10 pm
“Even” numbered posters present from 12:10 – 12:50 pm

Cluster 1: Cognitive Neuroscience


2. Watercolor Illusions vs. Priming: An Assessment of the Strongest Figure-Ground Cues. Jonathan Kroeger, Patsy Folds, & Ralph Hale, University of North Georgia

3. Influence of Various Gestalt Cues on Perceptual Organization of Ambiguous Figure/Ground Images. Patsy Folds, Ralph Hale, & Jonathan Kroeger, University of North Georgia

4. The Role of Contextual Information in a Virtual Trolley Problem: A Psychophysiological Investigation. Matthew Richesin, Lahai Wicks, Debora Baldwin, & Jessika Mashburn, University of Tennessee

5. Pattern Separation as a Mechanism of the Other Race Effect. Desmond Vasquez, Brittany Cassidy, Chris Wahlheim, Robert Wiley, & Paige Kemp, University of North Carolina Greensboro

6. Variable Playback Speeds Versus Multiple Exposures: Effects on Recognition. Rafael Aragón & Brooke Bays, Oglethorpe University

7. A Shift in Perspective - Investigating Stress and Burnout in EMS Providers. Kip Callahan, Aaron Dunn, Hunter Owen, & Lauren Fowler, University of South Carolina School of Medicine Greenville
8. **Imagination or Experience: Understanding Mental Imagery and Reality Monitoring.** Thomas Pietruszewski & Heather Kleider, Georgia State University

9. **The Role of Adenosine Subtype Receptors on Time Perception.** Richard Keen, Neval Erturk, Savannah Grigg, Haley Nitz, Anna Joe Powell, & Meagan Waters, Converse University

10. **“Meme, Myself and I:” Self-Directed Effects in Meme-Centered Pedagogy.** Katelyn Shibilski, Tierra Porter, Madison Meares, Trey Saunders, & Patrick Smith, Florida Southern College

11. **Psychobiology: The Impact of Psychopathy, Narcissism, Machiavellianism, and Sadism on Oxytocin and Cortisol After a Group Problem Solving Task.** Gayle Dow, Christopher Newport University

12. **Regional Rostrocaudal Comparison of Calbindin and Calretinin in the Auditory Cortex.** Rodney McCracken, Tennessee State University, Sterling Hubbard, Iowa State University, & Lisa de la Mothe, Tennessee State University

13. **Exploring the Neural Correlates of Self-Monitoring with fNIRS.** Hannah Thomas & Karli Friedman, University of North Florida

14. **Cognitive Mechanisms of Lexical Tone Learning.** Mary Bray, Kat Brockmann, Jacob Feiler, & Laura Morett, University of Alabama

15. **E-Cigarette Stroop: Assessing Neural Correlates of Attentional Bias in Adolescents.** Bethany Jurs & Thomas Shellenberg, Transylvania University

16. **An fNIRS Investigation of Politics, Personality, and Visual Emotional Reactivity.** Edward Spiezio & Bailey Rawlinson, University of North Florida

17. **Exercise Effects Hippocampal N-Acetylaspartate and Memory in Parkinson's Disease.** Sophia Thompson, Kimberly Wood, Samford University, Meredith Reid, Auburn University, Rodolphe Nenert, Allen Joop, Raima Memon, Jennifer Pilkington, Craig Tuggle, John Reams, Adam Gerstenecker, Kristen Triebel Gerstenecker, Marcas Bamman, & Amy Amara, University of Alabama at Birmingham

18. **Looking for Biomarkers of Happiness with fNIRS.** Sarah Cline, Ivan Korostenskij, Hannah Thomas, Tracy Alloway, & Katherine Hooper, University of North Florida

**Cluster 2: Graduate Student Research Award**

19. **Relations Between Mothers’ Emotion Regulation, Stress, and Depression During COVID-19.** Madisen Reasonover, Hollie Minichiello, Monique Villamor, University of North Florida, Ziyu Tian, Deborah Jacobvitz, University of Texas at Austin, & Jody Nicholson, University of North Florida


21. **Frontal Lobe Activation and ADHD Symptoms in 9-Year-Old Children.** Mykenzi Allison & Alleyne Broomell, Western Carolina University

22. **Suicidality and its Impact on the LGBTQ+ Community.** Emalee Kerr, Bailey Wagaman, & Steven Berman, University of Central Florida

23. **The Low-Glutamate Diet, Serum Concentrations, and Post-Traumatic Stress Disorder in Gulf War Veterans.** Sidney Murray & Kathleen Holton, American University
24. **Sexual Assault and Identity Distress.** Bailey Wagaman, Emalee Kerr, Reilly Branch, & Steven Berman, University of Central Florida

25. **Bending Over Backwards: Does Cognitive Flexibility Predict Conspiracist Beliefs?** Rachel Heiter & Heather Kleider, Georgia State University

26. **Mental Health Outcomes Associated with Social Reactions to CSA Disclosure.** Kayla Hall & Jane Stafford, University of South Carolina Aiken

27. **Perception of Parenting Moderates Genetic Predisposition to Maladaptive Behaviors.** Sarah Coleman, Mercer University

Cluster 3: Therapies

28. **Testing a New Form of Counterconditioning.** Isabelle Foley & Winford Gordon, Western Carolina University

29. **Cross-Cultural Dyads and Accent in Psychotherapy.** Sebastian Del Corral Winder, Louisiana State University, Kiriana Sanchez, Samantha Gray, & Mixalis Poulakis, University of Indianapolis

**85. CEPO SYMPOSIUM**

11:30 am – 12:50 pm
Leamington C

**Women of Color in Psychology: Uncovering Dissertations from the Past**

Rihana Mason, Georgia State University, presiding

Participants: Swestha Jain, University of Dehli
Linda Jones, Belmont University
Jon Grahe, Pacific Lutheran University

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

12:00 – 12:50 pm
Leamington A

**The Value of Extracurricular Engagement: Psi Beta, Psi Chi, & Psychology Clubs**

Todd Joseph, Hillsborough Community College
Kathleen Hughes, Pasco-Hernando State College
Lora Vasiliauskas, Virginia Western Community College
**87. CONVERSATION HOUR: Social/Personality**

*Understanding Clothing and Other Forms of Body Modification*

Gregory Duthey  
Pellissippi State Community College

**88. PAPER SESSION: Emotion/Motivation**

*College Students' Stress, Emotional Competence, and Depression: Before- and During-COVID-19.* Michelle Robbins, Mercer University, Alan Marks, & Kristina Brown, Georgia Gwinnett College

*Zoom Fatigue and Binge Watching: Exhaustion vs Entertainment.* Lakshmi Narayanan, Shanker Menon, University of North Florida, Cathleen Dunn, Saint Leo University, Destiny Cole, University of North Florida, Tammy Zacchilli, Saint Leo University, & Emily Koch, University of North Florida

**89. PSI CHI CHAPTER EXCHANGE**

*Chapter Exchange of Information for Psi Chi, Psychology Club, and Psi Beta Officers*

Deborah Harris O'Brien,  
Past President of Psi Chi, Trinity Washington University

Tood Joseph,  
Psi Beta Southeastern VP, Hillsborough Community College

**90. PAPER SESSION: Clinical/Counseling**

*Differences in Aggression Among Children Associated with ADHD and Depressive Symptoms.* R. Christopher Qualls, Emory & Henry College, & Emilee Young, Medical University of South Carolina

*Pregnancy Symptoms: Does Gravida Matter?* Alexandra Gilbert, University of Mississippi
91. **LUNCHEON FOR SEPA PAST PRESIDENTS**  
12:00 – 2:00 pm  
Blue Private Dining Room  
Sharon Pearcey, Kennesaw State University, presiding

92. **POSTER SESSION: Addictions; Industrial/Organizational; Social/Personality**  
1:00 – 2:20 pm  
Leamington Ballroom West  
Sheila Brownlow, Catawba College, presiding

***All posters set up at 1:00 pm***

“Odd” numbered posters present from 1:00 – 1:40 pm  
“Even” numbered posters present from 1:40 – 2:20 pm

**Cluster 1: Addictions**

1. **Understanding Another Mechanism Underlying ACEs and Substance Use.** Andrew Manocchio, Alayna Bruckner, Olivia Wasserman, Craig Marker, & Mark Stillman, Mercer University

2. **Does Peer Support Moderate Relation Between Impulsivity and Alcohol Use?**  
Shelby King, Lily Milam, Shelby McKinley, Thalia Sullivan, & Meredith Ginley, East Tennessee State University

3. **Associations Between Binge Eating and Alcohol Consumption Among Emerging Adults.** Alicia Moulder, Emily Junkin, & Cathy Lau-Barraco, Old Dominion University

4. **Single and Polysubstance Prenatal Exposure Impacts on Cognition and Behavior.**  
Alexis Murray, Andrew Peters, & Elizabeth Bard, University of Oklahoma

5. **Alterations in Orexin Expression Following Cannabinoid Exposure in Rats.**  
Brooklynn Mulholland, Cameron Hooten, Zoe Hannabass, Lauren Seedlock, Pamela Jackson, & Dayna Hayes, Radford University

6. **Examining Child Maltreatment’s Impact on Impulsivity and Substance Abuse Using the MMPI-3.** Shallah Glover & David Solomon, Western Carolina University

7. **Sexual Experiences and Attachment as Predictors of Substance Use Coping.**  
Kia Asberg, Michael Schapman, & Jessie Philipps, Western Carolina University

8. **Internet Gaming Disorder During The COVID-19 Pandemic.** Antonio Laverghetta & Christopher Cronin, Saint Leo University

9. **Gender Moderation in Substance Use and Achievement Motivation.** Caleb Sanders & Krista Mehari, University of South Alabama
Cluster 2: Industrial/Organizational

10. Impressions of Parents in the Workplace: Effect of Gender, Personal Office Content, and Office Décor. Leilani Goodmon, Hannah Rogers, & Melanie Fowler, Florida Southern College


13. Leadership Styles and Conspiratorial Beliefs. Kyle Huff, Georgia Gwinnett College


15. The Effects of Telecommuting On Job Engagement And Job Satisfaction. Kayla Trumbull, Jair Portillo, & Phuong (Kristy) Tran, Valdosta State University

16. Exploring the Impact of Academic Entitlement on the Social Skills of College Students. Christopher Downing, Valdosta State University, & Michael Knepp, University of Mount Union

Cluster 3: Social/Personality

17. Social Anxiety as Moderator Between Childhood Trauma and Empathy. Oluwadara Oni, Erin Tone, & Anne Werkheiser, Georgia State University

18. Rationality, Experientiality, Admiration of Celebrities, and Meaningfulness of Dreams. Joshua Williams, Carlota Cruces Serrano, & Nancy McCarley, Georgia Southern University


21. The Impact of Social Media on Self-Esteem and Mood. Landon Minor & Frank Provenzano, Furman University

22. Mental Health Stigma as a Result of Media Exposure. Melissa Paiva-Salisbury & Josie-Kris Holmes, Coastal Carolina University

23. Impression Formation Unmasked: Personality Traits Attributed to Anti-Maskers. Paul Harris & Rebekah Picerno, Rollins College

24. To Walk in Someone's Shoes: Perspective Taking, Empathy, and Prosocial Behavior. Hannah Fraser, Kendall Cate, Vivienne Corr, Jada Ledgister, & Bryan Poole, Lee University

25. So, What IS My Identity? Frank Provenzano, Furman University
26. **DON’T EAT MEAT: Increasing Perceived Issue Importance Reduces Reactance.** Madeleine Powers, Hunter Vannaman, Lindsay Regan, Hollie Minichiello, Ryan Nugent, & Heather Truelove, University of North Florida

27. **Online Dating Deception & Evolutionary Mate Preferences.** Shali Romano & Lara Ault, Saint Leo University

28. **The Importance of Veteran Identity in Online Dating App Profiles.** Sherree Clark-Metcalf, Georgia College & State University, Alyssa Wood, University of Mississippi, & Stephanie Jett, Georgia College & State University

29. **Courtroom Bias: How Identity Affects Jurors’ Perceptions of Defendants.** Brianna Duncan, Kira Freijo, Deah Quinlivan, & Melanie Fowler, Florida Southern College

30. **Perception of Speaker Intention: A Focus on Sarcasm.** Nancy Carr, Liberty University, & Joshua Williams, Georgia Southern University

31. **Age Isn’t Everything: Social Dominance and Transphobic Beliefs.** Jay Snyder, Ashlynn Bell, & Kristina Hood, Virginia Commonwealth University

32. **The Effect of Mortality Salience on Fear of Missing Out.** Phoebe Dubois, Nicole Iannone, Radford University, & Corey Cook, Pacific Lutheran University

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93. **SWIM**

1:00 – 2:50 pm

Leamington A

**Southeastern Workers in Memory**

Chris Walheim, University of North Carolina at Greensboro, presiding

**Senior Keynote:** How Culture Shapes Memory. Angela Gutchess, Brandeis University

**Junior Keynote:** Collective Memory: How Groups of People Remember the Past (and Imagine the Future). Adam Putnam, Furman University

94. **PAPER SESSION: Forensic**

1:00 – 1:50 pm

Leamington B

**ACEs and Substance Use Outcomes in a High Risk Population.** Kristin Mahan, Rachel Carpenter, & Jill Stinson, East Tennessee State University

**Filler Selection Effects on Lineup Fairness and Eyewitness Identification.** Alyssa Jones, North Carolina Wesleyan College, Curt Carlson, Texas A&M University – Commerce, & Robert Lockamyer, State University of New York Oneonta
95. CEPO ROUNDTABLE

Securing National Science Foundation Funding for Addressing Diversity, Equity, and Inclusion Educational Issues

Linda Jones, Belmont University, presiding

96. PAPER SESSION: Mixed Topics (Health Psychology; Industrial/Organizational)

Adjusting to the COVID-19 Pandemic. William Evans, James Madison University, Cynthia Evans, Liberty University, Daniel George, Emily Pace, Mason Jones, Cameron Piper, & Cody Traylor, James Madison University

A Longitudinal Study of Doctoral Student Expectations and Outcomes. Shaun Davenport, Barry Cumbie, & Diane Kutz, University of North Alabama

97. CONVERSATION HOUR: Teaching of Psychology

Incorporating Independent Human Subjects Research into an Undergraduate Course

Lisa Hayes, Justin Wise, & Leah Zinner
Oglethorpe University

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98. CEPO/PSI CHI UNDERGRADUATE ORAL PRESENTATIONS

1:00 – 2:20 pm
Leamington F

Linda Jones, Belmont University, &
Jenny Mason, Cumberland University, presiding

Music Preferences, Gender-Based Attitudes, and Perceptions of Rape Culture. Nastajia Hamilton, Delmarie Wilson, & Merry Sleigh (Faculty Sponsor), Winthrop University

Rape Myth Acceptance and Gender Characteristics. Joslynn Luto, Sonny Dodds, & Merry Sleigh (Faculty Sponsor), Winthrop University

Examination of College Substance Use Across Sexual Orientation and Ethnicity. Niamh Kenny & Virginia Wickline (Faculty Sponsor), Georgia Southern University

Parental Warmth and Child Depressive Symptoms: The Moderating Role of Gender. Kayley Ayer, Catelyne Bello, & Bridget Cho (Faculty Sponsor), University of South Carolina Aiken

Abuse, Sexual Discomfort, and Victim Typology in Adjudicated Youth. Jenna Wettstein & Kelli Thompson (Faculty Sponsor), Auburn University

Friend Influence on Disordered Eating Attitudes and Behaviors and Gender Differences. Gabriela Soto & Sarah Garcia (Faculty Sponsor), Stetson University

99. CE WORKSHOP L

1:00 – 3:00 pm
Bayley’s Baroney

Autism-as-Culture and Autistic College Students

Lydia Qualls, Ph.D.
Thomas E. Cook Counseling Center, Virginia Tech

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.
See information under “L” on page 31 of this program.
100. CE WORKSHOP M

1:00 – 3:00 pm
Lords Proprietors

Creating a Local Mental Health Information Resource

Michelle Lange, Psy.D. & Remy Fontaine, B.S.
Christopher Newport University

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “M” on page 32 of this program.

101. PSI CHI FORUM

2:00 – 2:50 pm
Sabal Palm Ballroom

Psi Chi Forum

Merry Sleigh, Executive Director of Psi Chi, Winthrop University, presiding

102. PAPER SESSION: Teaching of Psychology

2:00 – 2:50 pm
Leamington B

Jennifer Hughes, Agnes Scott College, presiding

Alternatives to Testing and Presentations in the Time of Covid. Mike Friedline, Piedmont College


103. PAPER SESSION: Clinical/Counseling

2:00 – 2:50 pm
Leamington C

Jacqueline Kramig, Private Practitioner, presiding

Current Psychotherapy Techniques Used For Working With Gender Minority Clients. Meg Moomaw & David Solomon, Western Carolina University

Testing the Three-Step Model of Suicide: Factor Structure and Predictors of the Painful and Provocative Events Scale. John Shelley-Tremblay, Phillip Smith, Boriana Lassiter, Cindy Von Ahlefeldt, Niyoosha Kandezi, William Billette, & Mark Gillespie, University of South Alabama
104. PAPER SESSION: Therapies
2:00 – 2:50 pm
Leamington D

Cassandra Groth, Augusta University, presiding

Adventure Therapy Stories Describing Young Adult Substance Use Disorder Treatment. Katelinn Sturdevant, Taylor Ann Pruett, Katie Hosford, Cecelia Crumbley, Ellie Munson, Mary Odom, Charles Heyde, Lee Gillis, Georgia College & State University, & Keith Russell, Western Washington University

Does Retrieval of Positive Adaptations to Challenges Boost Self-Perceived Resilience? Amanda Juarez, Scott Hinze, Erin Burress, & Justin Barnwell, Middle Georgia State University

105. PAPER SESSION: Social/Personality
2:00 – 2:50 pm
Leamington E

D. Lisa Cothran, Alabama State University, presiding

Relationships Between Cellphone Use, Mental Health, and Personality. Christina Frederick & Brittany Wesley, Embry-Riddle Aeronautical University

The Relationship Between Blended Family Relationships and Well-Being in Undergraduates. Alexandra Jarman, & Ellen Sigler, Western Carolina University

106. CEPO OFFICE HOUR
2:00 – 2:50 pm
Palmetto Boardroom

CEPO Office Hour
Linda Jones, Belmont University & CEPO Chair, presiding

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107. POSTER SESSION: Animal Behavior; Health Psychology

2:30 – 3:50 pm
Leamington Ballroom West

Ralph Hale, University of North Georgia, presiding

***All posters set up at 2:30 pm***
“Odd” numbered posters present from 2:30 – 3:10 pm
“Even” numbered posters present from 3:10 – 3:50 pm

Cluster 1: Animal Behavior

1. The Effect of Alcohol on Startle Response in Orange Head Cockroaches. Katie Edge, Hayley Disco, Rebecca Avakian, & Christopher Varnon, Converse College

2. The Effect of Pre-Exposure on Macaques Family-Resemblance Categorization Decisions. Brooke Jackson, Barbara Church, & J. David Smith, Georgia State University

3. Counterfactual Curiosity in Nonhuman Primates. Elizabeth Haseltine & Michael Beran, Georgia State University

4. Tardigrades: Behavioral Evaluation of Perception of Light Wavelengths. Walter Isaac, Noah Seib, Mackenzie Van Boxel, & Rebecca Benator, Georgia College & State University

5. Evaluating Cannabidiol’s (CBD Oil) Influence on Open Field Activity in Crickets. Allison Smith, Mackenzie Van Boxel, Rebecca Benator, Noah Seib, & Walter Isaac, Georgia College & State University

6. Can Crickets Distinguish Between and Classically Associate Sweeteners with Light Wavelength? Mackenzie Van Boxel, Jake Smith, & Walter Isaac, Georgia College & State University

7. Studying the Illusory Object-Based Warping Distortion of Space Between Objects in Non-Human Primates. Emma McKeon, Georgia State University, Audrey Parrish, The Citadel, & Michael Beran, Georgia State University

8. Socially Enriched Environment Effect on Double Alternation Learning in CF1 Mice. James Rowan, Malika Allen, Eve Stump, Margaret Howard, Rebecca Layfield, Monesha Mullins, Abigail Sauls, Danielle Tate, Malaysia Sanders, & Holly Boettger-Tong, Wesleyan College


10. Superimposing Trypophobic Stimuli onto Human Skin Images Leads to Larger Changes in Comfort Compared to Dangerous Animal Images. Nate Pipitone, Chris DiMattina, KaLynn Bellmore, Michelle De Angelis, Florida Gulf Coast University, & Emily Martin, Florida International University

12. **Perceptions of Pit Bulls.** Rachelle Yankelevitz, Stacey Dunn, & Irene Soria-Collado, Rollins College

**Cluster 2: Health Psychology**

13. **Factors Associated with COVID 19 Hesitancy Among HBCU College Students.** Ruth Greene, Douglas Cooper, Anaiah Polight, & Madison Booker-Smith, Johnson C. Smith University

14. **Learning About Climate Change from “Trusted” Sources: Gender and Education-Level.** Molly Farrell & Lance Swenson, Suffolk University

15. **Superwoman Syndrome: A Sign of Resilience or Maleficence.** Brittney Lowe, Mercer University

16. **Physical Activity, Sleep and Perceived Stress in College Students During the COVID-19 Pandemic.** Kaleb Martin, Grayson Bainbridge, Laura Eddy, Katarina Judge, Bernetha Davis, & Alexandra Macdonald, The Citadel

17. **Childhood Abuse History, Social Support, and Mental Health Outcomes.** Nhi Tran, Vinaya Alapatt, Samuel Elliott, & Deborah South Richardson, Augusta University

18. **The Impact of COVID-19 Stress on Exercise Habits of College Students.** Abhilasha Kumar & Dawn Witherspoon, University of North Florida

19. **Am I Hindering My Success? Self-Induced Stress and Athletic Performance.** Emma Campbell, The University of Mount Olive

20. **The Impact of Household and Socioeconomic Factors on COVID-19 Anxiety.** Cathy Grist, David Solomon, & Meg Moomaw, Western Carolina University

21. **Direct and Moderated Connections Among COVID-19 and College Stress with Leisure Time Physical Activity Between Face-to-Face and Online College Students.** Derek Becker, Lisa Bloom, Dan Grube, Myra Watson, & Kristy Doss, Western Carolina University

22. **Prosocial Behavior and Humor in the Coronavirus Pandemic.** Amy Borchardt, Katarina Amelchenko, & Braxton Freeman, Mercer University

23. **Using Smartphone Technology to Track Real-Time Changes in Anxiety/Depression Symptomology Among Florida Cannabis Users.** Nate Pipitone, Kelly Schuller, Martha Rosenthal, Benjamin Banai, Tyler Dautrich, & Jessica Walters, Florida Gulf Coast University


25. **Formative Assessment to Develop a Wellness Program for Head Start.** Dawn Witherspoon, Claudia Sealey-Potts, Katelyne Griffin-Todd, & Judy Comeaux, University of North Florida

26. **Mask-Wearing, Vaccination, and Compassion During COVID-19.** Nicole Dunn, Stacey Dunn, & Andrew Luchner, Rollins College

27. **Facemask Compliance on a College Campus.** Tabitha Spikes, Preston Persaud, & Charles Talor, Valdosta State University
28. **Impacts of COVID-19 on Rural American College Students as Captured by the MMPI-3.** Matthew Dodge, Adam Hicks, & Brittany Lindsay, Western Carolina University

29. **Moderators for Resilience in Children with Chronic Kidney Disease.** Aryanna Hanson, Mercer University

30. **Recipe for Disaster: A Hopeless Illness Representation Style.** Dana Arnold & Lori Lange, University of North Florida

31. **Illness Stigma, Connectedness, and Health: Structural Equation Model.** Abigail Crawford, Lori Lange, & Owen Wheeler, University of North Florida

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

3:00 – 3:50 pm  
Leamington A  
Rihana Mason, Georgia State University, presiding

**109. PAPER SESSION: Social/Personality**

3:00 – 3:50 pm  
Leamington B  
Todd Joseph, Hillsborough Community College, presiding

- **Relationship Between Parental Internet Moderation and Online Sexual Grooming.** Brikena Smakiqi, Jasper Shupe, & Ellen Sigler, Western Carolina University
- **Whose Perspective Are You Taking? Comparing Imagine-Self and Imagine-Other Perspective-Taking.** Trent Wondra, Barry University

**110. PAPER SESSION: Mixed Topics (Emotion/Motivation; Professional Issues)**

3:00 – 4:00 pm  
Leamington C  
Julie Costopoulos, Florida Institute of Technology, presiding

- **Party On! Political Party, Conservatism Predicts Mask Wearing Attitudes Better than Demographic Factors.** Virginia Wickline, Katherine Kennedy, Ashlyn Mendez, & Michael Woodcock, Georgia Southern University
- **Effects of the COVID-19 Pandemic on Malingering in College Students.** Addison Meeks & Frank Hammonds, Troy University
- **Texting My Groupies: Texting Groups, Professional Relationships, and Workplace Loneliness.** LeAnne Epling, Chandra Massner, Rachel Messer, Nancy Cade, & Rachel Little, University of Pikeville
111. PAPER SESSION: Teaching of Psychology

3:00 – 3:50 pm
Leamington D

Sharon Eaves, Collin College, presiding

Using Teacher Caring Behaviors to Support Active Learning. Sally Zengaro, Grand Canyon University, & Franco Zengaro, Jacksonville State University

College Student Evaluation of Hardest and Easiest Classes. Charles Talor, Valdosta State University

112. PAPER SESSION: Industrial/Organizational

3:00 – 3:50 pm
Leamington E

Jennifer Samson, Queens University of Charlotte, presiding

To Speak or Not to Speak: Employee Voice and Silence. Katelyn Hallman, Ellen Sigler, & Annie Wilson, Western Carolina University


113. CEPO CONVERSATION HOUR

3:00 – 3:50 pm
Leamington F

“I Got In…How do I Make Sure I Get Out?”

Michael Oliver, presiding

In this session a panel of graduate students will discuss how they have made progress in their graduate programs. What they have done to be successful, mistakes they have made, etc.

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114. METHODOLOGY WORKSHOP I

3:00 – 4:00 pm
Bayley’s Baroney

Using Qualitative Techniques to Reduce Bias in Quantitative Research

Katarina Swaringen, M.A., Hannah Snidman, M.A., &
Lindsay Greenlee, Ph.D.
Texas Tech University

1 CE credit - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.
See information on page 36 of this program.

115. SEIGEL-WALLSTON ADDRESS

4:00 – 4:50 pm
Sabal Palm Ballroom

My OB Said it Was OK to Drink!” How Longitudinal Research on Prenatal Exposure Changed Clinical Practice

Claire D. Coles
Emory University School of Medicine

John Bohannon, Butler University, presiding

Psychologists get the chance to be many things. As a developmental psychologist, it is important to understand the forces that shaped typical development; as a clinician, it was important to evaluate the processes of developmental psychopathology that lead to negative outcomes; as a behavioral teratologist, the presenter had opportunity to examine very early factors, experienced during pregnancy, that had the potential to affect cognition, behavior and health. Recruiting a cohort of women during their pregnancy, including women who were drinking heavily, and following their children over their lifetime opened a window into understanding all of these concepts. What affects development, what is the impact of teratogenic exposure, and how does psychopathology develop in a high risk group? By telling the story of the Atlanta Alcohol Longitudinal Cohort and describing how this research study has contributed to the scientific understanding the impact of prenatal alcohol exposure from infancy through childhood and adolescence and, currently, during midlife, it is also possible to illustrate the role of psychologists as scientists and clinicians.

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

• Identify the scientific contributions of longitudinal and cross-sectional research in prenatal development.
• Describe research on effects of prenatal exposure to alcohol and drugs on development.
• Identify developmental outcomes associated with prenatal exposure to alcohol and drugs.

Level: Introductory; 1 CE credit available
How do we define success in school? What is the profile of skills that every graduate must have to be successful in life and in the workplace of tomorrow? In some ways, the global pandemic brought these questions to the foreground. The “factory model” of education that continues to dominate the majority of American classrooms is outdated. Teachers are pressured to improve students’ reading and math scores on standardized tests, yet assessments show that scores have remained mostly unchanged since the early 2000s. This model neither prepares students to thrive in the 21st century nor does it address systemic inequalities. In our Brookings Big Ideas Piece (Hirsh-Pasek et al., 2020), A new path to education reform, and in Becoming Brilliant (Golinkoff & Hirsh-Pasek, 2017), I argue the narrow focus on content outcomes—rather than on the ability to critically think through a problem and apply new knowledge systemically is the root of the problem. Using data from early education, I suggest that rather than making kindergarten the new 1st grade, we should use early education as a model for curricula and pedagogical approaches that embrace a breadth of skills, in a breadth of contexts at a breadth of ages. This talk uses translational data from the science of learning to suggest that “playful” experiential learning in and out of school might allow us to re-imagine all of education in our time.

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

- Identify ways in which learning principles can be integrated into classrooms and community settings to improve educational outcomes.
- Describe the science behind how children learn and what children learn.
- Discuss how to apply science-based learning principles to your own work.

Level: Introductory; 1 CE credit available

Recipients of the various SEPA and CEPO awards competitions, as well as the SEPA Mentor Award, will be announced.
RECEPTION

In honor of:

Past Presidents and Award Winners

Sponsored by the American Psychological Association

The Basshead Deck*
6:30 - 8:00 pm

Reception is open to all meeting attendees

Light Hors d’Oeuvres
Cash Bar

*In the event of inclement weather, the reception will be held in The Café (Lower Lobby Level)
Coffee Break

Sponsored by Palo Alto University
8:00 – 10:00 am
The Basshead Deck*

*In the event of inclement weather, the coffee break will be served in the Ballroom Foyer

118. CEPO/PSI CHI UNDERGRADUATE RESEARCH POSTER
SESSION III

8:30 – 9:50 am
Leamington Ballroom West

***All posters set up at 8:30 am***
“A” posters present from 8:30 – 9:10 am
“B” posters present from 9:10 – 9:50 am

Jenny Mason, Cumberland University, &
Linda Jones, Belmont University, presiding

1A. The Effects of Stress on Students and Student-Athletes. Kaci Archer & Kevin Kieffer
(Faculty Sponsor), Saint Leo University

1B. Covid-19 Pandemic: Mortality Salience, Perceived Health and Meaning in Life. Ashley
Greulich, Karen Aviles, Nandini Patel, & Kelly Schuller (Faculty Sponsor), Florida Gulf
Coast University

2A. The Influence of Human Facial Obstruction on Canine (Canis Familiaris) Begging
Preferences. Natalie George & Rachelle Yankelevitz (Faculty Sponsor), Rollins College

2B. Gender More Effective Cross-Race Effect Mitigator than Commonly Tested Ingroups.
Lauren Sass, Nia Dyson, Ashley Ruehle, & Benjamin Marsh (Faculty Sponsor), University
of Tampa

3A. Effects of Episodic Future Thinking on the Monitoring Behaviors of Preschoolers.
Chloe Gilkesson, Lauren Christmas, Monique Gilmore, & Bonnie Perdue (Faculty Sponsor),
Agnes Scott College

3B. Factors Contributing to Viewing Commuting as a Waste of Time. Trishyne Butler,
Grace Agee, & Jennifer Hughes (Faculty Sponsor), Agnes Scott College

4A. Exploring First Year College Student Adjustment During the Pandemic. Roksan
Aydelman, Karen Mottarella, & Martha Hubertz (Faculty Sponsor), University of Central
Florida
4B. Effects of Computer or Paper Presentation and Preference on Persistence. Johnna Brown, Makayla Reynolds, Reganne Miller, Madison Cornelius, Daisy Pratt, & Gregory Corso (Faculty Sponsor), Morehead State University

5A. Associations Between Temperamental Negative Affectivity and Internalizing and Externalizing Behavior: Beyond the Influence of Positive Parenting Strategies. Olivia Cutshaw, Norma Guillen, & Kimberly Day (Faculty Sponsor), University of West Florida

5B. Is the Believability and Recognition of Believable and Unbelievable Media Headlines Affected by Source and Priming? Emma Friedmann, John Tucker, Emily Peterson, Gabriela Rocha, Spencer Close, Krystal Langhorne, Kaylee Harris, Matthew Traversa, Molly Nolan, Emily Papparaldo, Catherine Pechie, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

6A. Online Presentation of Evidence's Impact on Eyewitness Accuracy. Funmi Dada, Olivia Webb, Ellington Mendez, Amina Anta, Kaitlin Karns, Nicholas Mehiel, & Richard Metzger (Faculty Sponsor), Stevenson University

6B. Watch Out for That Tree!: A Study on Plant Blindness. Travis Wendel, University of South Carolina Palmetto College, & Lee Morris (Faculty Sponsor), University of South Carolina Union

7A. Exploring the Relationship of Emotion and Personal Traits Among College Students. Tsz Yeuk Hui, Na Liu, & James Roberts (Faculty Sponsor), Georgia Institute of Technology

7B. Memory in Relation to Measures of Deception Detection. Trent Dolter, Kaitlyn Johnston, & Adam Lawson (Faculty Sponsor), Eastern Kentucky University

8A. A Creator’s Social Identity Influences Thinking About Artifact Authenticity. Adanna Iloabachie, University of North Carolina at Greensboro, Drew Weatherhead, Dalhousie University, & Shaylene Nancekivell (Faculty Sponsor), University of North Carolina at Greensboro

8B. Lying to Impress: Investigating Lying Online and Offline. Saloni Rai, Tiara Robinson, Anna Marmolejo Rios, Andrea Felix, Alexis Golden, & Holly Cole (Faculty Sponsor), Wesleyan College

9A. Social Media’s Influence on Teenagers’ Perception of Pregnancy. Semira Nock, Hau Do, Oluwamayomide Pecku, Nicholas Mehiel, & Richard Metzger (Faculty Sponsor), Stevenson University

9B. How do Stressful Life Events Relate to College Students’ Adjustment and Impulsivity? Angel Moore, Nora Charles (Faculty Sponsor), & Stephanie Strong, University of Southern Mississippi

10A. The Effect of Fear on Short-Term Memory. Breanna Savage & Carole Yue (Faculty Sponsor), Covenant College

10B. Associations of Parental Stress and Home Chaos with Externalizing Behavior. Norma Guillen, Olivia Cutshaw, & Kimberly Day (Faculty Sponsor), University of West Florida

11A. The Impact of Group Experiences in Adventure Therapy SUD Treatment. Cecelia Crumbley, Ellie Munson, Katherine Hosford, Charles Heyde, Mary Odom, Katelinn Sturdevant, Taylor Ann Pruett, & Lee Gillis (Faculty Sponsor), Georgia College & State University
11B. **Dichotomous Thinking and Moral Reasoning.** Alexander Haller, Atta Brefo, Alek Flynn, & Tyler Harrison (Faculty Sponsor), University of North Georgia

12A. **Problem-Solving Aptitude and Emotional Intelligence Predict the Fading Affect Bias and These Relations Are Moderated by Positive PANAS but not Event Type.** Emily Peterson, Krystal Langhome, Sheena Kron, Aimee Buchanan, Emma Friedmann, Matthew Traversa, Gabriela Rocha, Alexandra Danilowicz, William Ward, Rachel Pitts, John Tucker, Molly Nolan, Luke Fernandez, Spencer Close, Francesca Pandolfo, Lauren Chadwick, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

12B. **Emotions, Interest, and Reading Comprehension.** Caitlyn Spierto, Carson Piper, Mary Wyatt, & Diana Young (Faculty Sponsor), Georgia College & State University

13A. **Percussion, Peer Bonding, and Pro-Social Behavior in Adjudicated Youth.** Taylor Gusler, Kelli Thompson (Faculty Sponsor), & Broughton Kirkpatrick, Auburn University

13B. **Previously Retrieved Items Do Not Contribute to Visual Serial Memory.** Anne Mascia, Katherine Hernandez, & Dakota Lindsey (Faculty Sponsor), University of South Alabama

14A. **Insight into the Acceptance and Adoption of Autonomous Systems by Civilians.** Rileigh Zimmerman, Megan Danh, & Kristin Weger (Faculty Sponsor), University of Alabama in Huntsville

14B. **Cultural Influences on the Emergence and Development of Queer Identity.** Chloe Vaughn & Taylor Newton (Faculty Sponsor), Lenoir-Rhyne University

15A. **The Ongoing Influence of Parents.** Jade Evertsz & Christopher Wolfe (Faculty Sponsor), Saint Leo University

15B. **Studying Prospective Memory & External Cues in Preschool Children Using Eye Tracking Technology.** Jani Howington, Caty Lue, Monique Gilmore, & Bonnie Perdue (Faculty Sponsor), Agnes Scott College

16A. **Examining the Fading Affect Bias Across the Presidential Election and Non-Election Events Online.** Aimee Buchanan, Gabriela Rocha, Emily Peterson, Matthew Traversa, Rachel Pitts, Francesca Pandolfo, Molly Nolan, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

16B. **Low Threshold Drug Treatment Program in an Infectious Diseases Setting and Its Patients.** Deshawna Bryant, University of North Florida, Arianna Mohan, Johns Hopkins University, Dawn Witherspoon (Faculty Sponsor), University of North Florida, & Oluwaseun Falade-Nwulia, Johns Hopkins University

17A. **The Effects of Sleep Deprivation on Depression and Anxiety in College Students.** Francisco Carrasquillo Alicea & Kevin Kieffer (Faculty Sponsor), Saint Leo University

17B. **Contextual Influence on Visual Memory and Perception.** Wycliffe Lovelace, Mackenzie Van Boxel, Sydney Clever, & Diana Young (Faculty Sponsor), Georgia College & State University

18A. **The Relationship Between Adult Attachment Style and Forgiveness and Optimism.** Rachel Dumond & Christina Sinisi (Faculty Sponsor), Charleston Southern University

18B. **A Preliminary Investigation of Moral Injury in College Students.** Kaelyn Gloyd, Olivia Neitch, Revae Boykins, Samantha Roche, Colleen Spada, Nicholas Simmons, Richard Metzger (Faculty Sponsor), & Nicholas Mehiel, Stevenson University
19A. Changes in Anxiety and Depression Scores of College Students Over the Last Three Years: The Role of the Coronavirus Pandemic. Sophie Buchmaier, Patrick Meyer, Kaiya Brand, & Sarah Robertson (Faculty Sponsor), College of Charleston

19B. The Relation Between Differing Kinds of Fear and Compassion. Adrian Ridley & Erin Dupuis (Faculty Sponsor), Loyola University

20A. Individual and Family-Level Contributions to Children’s Executive Functioning Skills. Caitlin Dean & Amy Kolak (Faculty Sponsor), College of Charleston

20B. Alcohol Demand and Financial Risky Decision Making. Eiko McCurdy & Rachelle Yankelevitz (Faculty Sponsor), Rollins College

21A. Does Internet Addiction and Event Type Combine to Predict the FAB in the Context of Video Games? Gabriela Rocha, Emily Pappalardo, Emily Peterson, Matthew Traversa, Kelsey Garner, Francesca Pandolfe, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

21B. Does Wording of the Report of an Event Influence the Extent of Victim Blaming. Shelby MacAnanny & Richard Metzger (Faculty Sponsor), Stevenson University

22A. Effects of Price on Alcohol Simulation Results In-Person and Online. Megan Bone & Michael Friedline (Faculty Sponsor), Piedmont University

22B. The Effects of Sleep Deprivation and Stress on Academic Performance Among College Students. Victoria Flint & Kevin Kieffer (Faculty Sponsor), Saint Leo University

23A. Exploring Income as a Moderator of the Relation Between Parental Marital Status and Academic Achievement in African American Children. Ahniah Charles & A. Nayena Blankson (Faculty Sponsor), Spelman College

23B. The Presidential Election and the Fading Affect Bias: What are its Predictors? Emma Friedmann, Kaylee Harris, Matthew Traversa, Gabriela Rocha, Emily Peterson, John Tucker, Sheena Kron, Molly Nolan, Rachel Pitts, Emily Pappalardo, Krystal Langhome, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

24A. The Effect of Interpersonal Relationships on Stress. Sean Gallagher & Kevin Kieffer (Faculty Sponsor), Saint Leo University

24B. The Relationship Between College Socialization and Academic Behavior. Kimberly Roselli & Kevin Kieffer (Faculty Sponsor), Saint Leo University

25A. Personality Traits Impact on an Undergraduate Student's Social Life During a Pandemic. Kimberly Roselli, Skylar Stringer, & Christopher Wolfe (Faculty Sponsor), Saint Leo University

25B. An Investigation into the Relationship Between Touch and Wellbeing. Jessaca Bristol & Christopher Wolfe (Faculty Sponsor), Saint Leo University

26A. Factors that Influence the Misattribution of Arousal. Meghan O’Brien, Leslie McNeil, & Iva Naydenova (Faculty Sponsor), Gardner-Webb University

26B. The Influence of Auditory Distractors on Working Memory Capacity. Rachel Redman & Tyler Harrison (Faculty Sponsor), University of North Georgia

27A. A Collaborative Approach to Numerology in Base 22. Michelle Rincones-Rodriguez & Liliana Rodriguez-Campos (Faculty Sponsor), University of Florida
27B. Focus of College Students in Different Conditions. Emily Wiley & Michael Friedline (Faculty Sponsor), Piedmont University

28A. Marijuana Consumption Should Positively Predict the Fading Affect Bias for Marijuana Events and Negatively Predict it for NonMarijuana Events. Francesca Pandolfe, Gabriela Rocha, Emily Peterson, Molly Nolan, & Jeffrey Gibbons (Faculty Sponsor), Christopher Newport University

28B. Is Performance on Declarative Memory Different Online or in Person? Amanda Barber & Richard Metzger (Faculty Sponsor), Stevenson University

29A. Sibling Relationships and Sociability. Mita Sudhakar, Mackenzie Hemphill, Jaia Watty, Melody Jones, & Taylor Newton (Faculty Sponsor), Lenoir-Rhyne University

119. CE WORKSHOP O

8:30 – 10:30 am
Captain Jack Stoney

Adaptive Mentoring of Undergraduate Research

Maureen Vandermaas-Peeler, Ph.D. & Sabrina Thurman, Ph.D.
Elon University

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “O” on page 33 of this program.

120. SYMPOSIUM: Social/Personality

9:00 – 10:20 am
Sabal Palm Ballroom

Instructors Also Have Mindsets:
Mindset, Feedback Seeking, and Teaching Practice

Deborah South Richardson, Augusta University, presiding

Mindset, Motivation, and Faculty Feedback Seeking. Kailea Manning, Deborah South Richardson, & Robert Bledsoe, Augusta University

Mindset, Motivation, and Evidence-Based Teaching Practices. Robert Bledsoe & Deborah South Richardson, Augusta University

Student Perceptions of Faculty Mindset. Christy Jarrard, Deborah South Richardson, Robert Bledsoe, & Bryan Greene, Augusta University
121. PANEL DISCUSSION: Clinical/Counseling
9:00 – 9:50 am
Leamington A

A Partner-Inclusive Hybrid Intervention for Perinatal Mood and Anxiety Disorders

Janelle Peifer, University of Richmond
Erin Bradley, Agnes Scott College
Gita Taasoobshirazi, Kennesaw State University

122. PAPER SESSION: Mixed Topics (Cognitive Neuroscience; Health Psychology)
9:00 – 9:50 am
Leamington B

Joshua Rodefer, Mercer University, presiding

Examining Neural Substrates of Emotion Processing: The Effect of Psychopathic Traits on Event-Related Potential Independent Component Amplitude in College Students. Emmy Ruff & John Shelley-Tremblay, University of South Alabama

Impact of COVID-19 on Executive Functions. Adam Lawson & Shannon Ackerman, Eastern Kentucky University

123. PAPER SESSION: Emotion/Motivation
9:00 – 9:50 am
Leamington C

Ann Calhoun-Sauls, Belmont Abbey College, presiding

Emotional Experiences and Significant Events Among College Students During the COVID-19 Quarantine. Amanda Thompson, Ava Barnes, Chelsea Barrows, & Melinda Reed, Georgia State University

More Than a Game: How SES Mindset Affects Self-Handicapping Propensity. Trent Wondra, Kasey Concepcion Alvarez, Barry University, & Sean McCrea, University of Wyoming

124. PAPER SESSION: Teaching of Psychology
9:00 – 9:50 am
Leamington D

Karina Hamamouche, Butler University, presiding

Student Success Through the Lens of APA Style: Discover the Digital Mastering APA Style Student Workbook. Hayley Kamin, American Psychological Association

The Language that Binds and Confuses Us: An Empirical Investigation of Lilienfeld et al.'s (2015) Problematic Psychological Terms. Ingeborg Saenz, Leslie Kelley, Angelo State University, Sharon Eaves, Collin College, & Drew Curtis, Angelo State University
125. SEPA HISTORY SESSION
9:00 – 10:50 am
Leamington E

History of Departments of Psychology in the Southeast Symposium
James L. Pate, Georgia State University, Presiding

A History of the Urban Child Study Center at Georgia State University. Gary Bingham and Rihanna Mason, Georgia State University

A History of the Department of Psychology at Alabama State University. Tina Vazin and Calvin Smith, Alabama State University

A History of the Department of Psychology at Winthrop University. Darren Ritzer, Winthrop University

A History of the Department of Psychology at Queens University of Charlotte. Nancy Johnson and Lily Halsted, Queens University of Charlotte

126. PAPER SESSION: Forensic
9:00 – 9:50 am
Leamington F

Julie Costopoulos, Florida Institute of Technology, presiding

Mitigating Forensic Risk for Practitioners. Julie Costopoulos, Desiree DeLuca, & Marshall Jones, Florida Institute of Technology

Back on Track: Mental Health Court Efficacy at 5 Years. Julie Costopoulos, Jennifer Beard, & Olivia Bruno, Florida Institute of Technology

127. CE WORKSHOP P
9:00 am – 12:00 pm
Bayley’s Baroney

Building Better Brains: Buffering the Effects of Toxic Stress Through Positive Adult Connections
Kim Zlomke, Ph.D. & James “Tres” Stefurak, Ph.D.
University of South Alabama

3 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop.
See information under “P” on page 34 of this program.
128. METHODOLOGY WORKSHOP II
9:00 – 11:00 am
Lords Proprietors

Modeling Longitudinal Growth Using Latent Growth Curve Modeling and Multilevel Modeling

Craig Marker, Ph.D.
Mercer University

2 CE credits - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information on page 37 of this program.

129. POSTER SESSION: Clinical/Counseling; Development; Social/Personality
10:00 – 11:20 am
Leamington Ballroom West

Tracy Litzinger, Flagler College, presiding

***All posters set up at 10:00 am***
“Odd” numbered posters present from 10:00 – 10:40 am
“Even” numbered posters present from 10:40 – 11:20 am

Cluster 1: Development


Cluster 2: Clinical/Counseling

2. The Emotional Impact of Self-Criticism on Self-Reflection and Rumination. Nicole Dunn & Andrew Luchner, Rollins College

3. A Peer-Led Intervention to Increase Resilience in College Students. Cecile Nowatka, Joseph Beckett, Carolyn Kline, Caroline Thompson, Susannah Wertz, & John Lefebvre, Wofford College

4. What’s Funny About a Pandemic? Associations in Student Humor Coping. Sarah Cline, Jacqueline Sterghos, Skylar St. Clair, Jody Nicholson-Bell, & Gabriel Ybarra, University of North Florida

5. Associations Between Parental Hostile Attribution Bias and Observed Parenting Behaviors. Lauren Waters, Haley Wieszczecinski, & Bridget Cho, University of South Carolina Aiken


7. Exploring GenZ’s Attitudes About Mental Illness: Are They More Accepting? Katelyn Yarbrough, Martha Hubertz, & Karen Mottarella, University of Central Florida

9. Do I Belong? Coping, Suicide, and College Student Mental Health. Michele Hill, Chuck Robertson, Alexander Haller, Sarah Estes, & Caeley Wilson, University of North Georgia

10. The Association Between Childhood Adversity and Psychological Distress During the COVID-19 Pandemic. Monika Epps & Bridget Cho, University of South Carolina Aiken

11. Using the BASC-3-TRS to Screen Children for Trauma Assessment Needs. Erynne Shatto, Kari Barnes, & Brian Peters, Austin Peay State University

12. Perceptions of Emotional Invalidation in the Context of Relationship Functioning. Meredith Elzy, Ashton Keaton, Melanie Bogus, & Kristen Raymond, University of Tampa

13. The Effectiveness of Anxiety Intervention Programs for Young Children: A Meta-Analytic Review. Angelo Penna, Laura Lamoli, Aglaia Margaris, University of Central Florida, Sonia Dela Cruz, University of Central Florida/HCA Healthcare, Nicholas Mian, University of New Hampshire, & Brian Fisak, University of Central Florida

14. Depression in Immigrant Youth: Effects of Discrimination and Trauma. Eliana Pimentel & Craig Marker, Mercer University

15. The Role of Body Image and Body Self-Focused Attention on Distress During Synchronous Video Conferencing. Sophia Wright, Melodie Rivera, Anne Eible, Mackenzie Parliment, & Brian Fisak, University of Central Florida

16. Do Self-Focused Attention and Trait Social Anxiety Predict Distress Related to Synchronous Video Conferencing? Melodie Rivera, Sophia Wright, Mackenzie Parliment, Anne Eible, & Brian Fisak, University of Central Florida

Cluster 3: Social/Personality

17. Weird Beliefs, Need For Uniqueness, And Creativity: An Exploration. Molly Goldberg, Madeline Kelsey, Mallory Tompkins, Braelin Fauber, & Jason Hart, Christopher Newport University


19. Achievement Motivation, Relatedness, and Satisfaction with Emergency Online Learning. Caroline Daniels, Cristina Bournigal, Kendall Clark, Joanna Goodall, Melissa Frazier, & Jason Hart, Christopher Newport University

20. Investigating Bias Towards People with Parasocial Relationships. Hailey Scherer, Nicole Iannone, Radford University, & Megan McCarty, Simmons University


23. **Time Warping Effects of Cell-Phone Possession and Removal.** Todd McElroy, Abigail Evans, Amanda Kaine, Suzanne Keller, Angelina Nocita, Abby Sokhanvari, William Young, & Rossi John, Florida Gulf Coast University

24. **Role Models with Bottles.** Allen Shorey, Dante Sheerin, & Patrick Smith, Florida Southern College

25. **Resolving Conflicts of Worldview: Approaches to Tolerance and Well-Being.** Nathan Scarbeck & Zachary Swanson, The University of Tennessee at Chattanooga

26. **Group Status Stability and Help: Examining Autonomy and Dependency Oriented Helping Towards STEM Majors.** Samantha Gnall & Chad Forbes, Florida Atlantic University

27. **Response to Racist Joke vs. Racist Statement as a Function of Agreeableness and Propensity to Make Attributions of Prejudice.** Ann Calhoun-Sauls & David Gantz, Belmont Abbey College

28. **Exploring Generational Differences in Emotional Response to the Pandemic.** Michelle Aros, Martha Hubertz, & Karen Mottarella, University of Central Florida

29. **I-Contact: Sexual I-Sharing Predicts Relationship Satisfaction and Existential Connectedness.** Roger Young & Jennifer Bosson, University of South Florida

30. **Effects of Group Discussion on True and False Memories.** Martin Bourgeois, Todd McElroy, Joanna Salapska-Gelleri, Maria Cuesta-Repice, & Lydia Stanhope, Florida Gulf Coast University

31. **The “Saggy Pants Syndrome” as a Form of Body Modification.** Gregory Duthey, Pellissippi State Community College

130. **PAPER SESSION: Educational/School**

    **10:00 – 10:50 am**

    Leamington A

    Sebastian Del Corral Winder, Louisiana State University, presiding

    **The Effect of Restrictive Highlighting on Recall and Reading Comprehension.** Sarah Agee & Carole Yue, Covenant College

    **Attitudes of College Students Concerning Adults with Intellectual Disabilities.** Ellen Sigler & Hannah Durand, Western Carolina University

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131. PAPER SESSION: Social/Personality  
10:00 – 10:50 am  
Leamington C

Christina Frederick, Embry-Riddle Aeronautical University, presiding


Is the Power Suit More Powerful for Women? Enclothed Cognition and Gender. Beebe Stroud, & Carole Yue, Covenant College

132. SYMPOSIUM: Teaching of Psychology  
10:00 – 11:20 am  
Leamington D

Using Innovative Teaching Techniques in Undergraduate Psychology Courses: Symposium III  

Jennifer Hughes, Agnes Scott College  
Karen Brakke, Spelman College  
Erin Wood, Catawba College  
Aurora Ramos Nuñez, College of Coastal Georgia

133. PAPER SESSION: Clinical/Counseling  
10:00 – 10:50 am  
Leamington F

Kevin Bolinskey, Indiana State University, presiding

Referential Thinking and Cone of Gaze in Positive, Negative, and Disorganized Schizotypy. Courtney Wiesepape & Kevin Bolinskey, Indiana State University

The Personality Disorder Spectra Scales for the MMPI-2-RF and Cluster A Symptoms at Baseline and Two Years. Aubrie Musselman, Samantha Roop, & Kevin Bolinskey, Indiana State University

134. PAPER SESSION: Mixed Topics (Aggression; Clinical/Counseling)  
11:00 – 11:50 am  
Leamington B

David Solomon, Western Carolina University, presiding

Family Discord and Hostile Attribution Bias in Youth Offenders. Kylie Seaton, Kelli Thompson, & Laura Horton, Auburn University

Implementation of TCIT in an Urban, Impoverished School for Children At-Risk. Erynne Shatto, Austin Peay State University, Jennifer Blue, Veterans Health Administration Postdoctoral Fellow, Brian Peters, & Kari Barnes, Austin Peay State University
135. PAPER SESSION: Social/Personality

11:00 – 11:50 am
Leamington C

Lily Halsted, Queens University of Charlotte, presiding

The Effect of Attitudes Towards Masks on First Impressions. Bianca Sumutka, Lily Halsted, & Melissa Gamez, Queens University of Charlotte


136. PAPER SESSION: Measurement/Evaluation

11:00 – 11:50 am
Leamington E

Chuck Robertson, University of North Georgia, presiding

Mapping the MMPI-3 Substantive Scales to the PSY-5 Model. Jacob Brown, Adam Hicks, & David McCord, Western Carolina University

Psychological Critical Thinking Examination for Psychology Course and Program Assessment. Katherine Van Allen & Nicole Rushing, Campbell University

137. PAPER SESSION: Health Psychology

11:00 – 11:50 am
Leamington F

John Shelley-Tremblay, University of South Alabama, presiding

Cardiovascular Disease Risk Factors and Knowledge of Head Start Educators. Dawn Witherspoon, Claudia Sealey-Potts, Carly Wagner, Katelyne Griffin-Todd, & Judy Comeaux, University of North Florida

Mindfulness Training for Resilient Leaders. Scott Frein, Holly Richardson, Tinni Sen, & Howard Sanborn, Virginia Military Institute

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138. CE WORKSHOP R

11:00 am – 12:00 pm
Captain Jack Stoney

The Mental Health of Youth After COVID -19

Natalie Kemp, M.A., LPA
University of Mount Olive

1 CE credit - Please register and pay for this session at the SEPA Workshop Registration Desk before entering this workshop. See information under “R” on page 35 of this program.

139. SEPA EXECUTIVE COMMITTEE MEETING

12:00 – 2:00 pm
Leamington A

John Bohannon, Butler University, presiding
In Memoriam

The following are SEPA members whose deaths have been reported since 2019:

Ray Craddick
Jeanne Lorraine Dugas
Frances Dunham
Kevin Eames
Kaye Finch
Clarence Lee Holland
Chizuko Izawa
Scott Lilienfeld
Douglas Lowe
Janet Mathew
W. Harold Moon
Clyde Everett Noble
R. Thompson Putney
Donald K. Routh
Future SEPA Annual Meetings

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

70th Annual Meeting (2024)
Orlando, FL
March 13-17
Doubletree by Hilton - Entrance to Universal Orlando

71st Annual Meeting (2025)
Atlanta, GA
April 9-12
Crown Plaza Ravinia of Dunwoody

72nd Annual Meeting (2026)
New Orleans, LA
March 25-28
The Sheraton New Orleans

Visit the SEPA website for information

www.sepaonline.com
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**SEPA Executive Committee Meeting**
2:00 - 5:00 pm

**Sampler Poster Session & Welcome Reception**
5:00 - 7:00 pm

*Wednesday, March 23rd - Master Schedule*
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<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event Description</th>
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<tr>
<td>8:30 am</td>
<td>Sabal Ballroom</td>
<td>CEPO/Psi Chi Undergraduate Poster Session I</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Learn Ballroom A</td>
<td>Clinical/Counseling Conversation Hour</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Learn Ballroom B</td>
<td>Development Paper Session</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Learn Ballroom C</td>
<td>CEPO/Psi Chi Invited Address</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Learn Ballroom D</td>
<td>Health; Meas/Eval; Religion Poster Session - 10 - 11:20 am</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Learn Ballroom E</td>
<td>SEPA Mentor Award Address</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Learn Ballroom F</td>
<td>Development; Educational/School Poster Session - 11:30 am - 12:30 pm</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Bail Barony</td>
<td>STP Invited Address</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Capt Jack Ston.</td>
<td>Mixed (Diagnosis; Therapies)</td>
</tr>
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</table>

Thursday, March 24th - Master Schedule (8:30 am - 1 pm)
<table>
<thead>
<tr>
<th>Time</th>
<th>Location/Speaker/Session</th>
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<tbody>
<tr>
<td>1:00 pm</td>
<td>Learn Ballroom</td>
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<tr>
<td>1:00 pm</td>
<td>Forensic; Gender Roles; Social/Personality</td>
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<tr>
<td>1:00 pm</td>
<td>Poster Session - 1:00 - 2:20 pm</td>
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<tr>
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<td>SEPA Mentor Address</td>
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<td>CHANG</td>
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<td>1:30 pm</td>
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<td>1:30 pm</td>
<td>Mixed (Health; Soc./Pers.) Conversation Hour</td>
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<tr>
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<td>Paper Session</td>
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<td>Learn Ballroom</td>
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<td>2:00 pm</td>
<td>Professional Issues</td>
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<tr>
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<td>SEPA History Symposium</td>
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<td>3:30 pm</td>
<td>in honor of H. Moon</td>
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<td>4:30 pm</td>
<td>SEPA Presidential Address</td>
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<tr>
<td>4:30 pm</td>
<td>Mason</td>
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<tr>
<td>5:00 pm</td>
<td>Learn Ballroom</td>
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<tr>
<td>5:00 pm</td>
<td>Bailey Baron</td>
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<td>5:00 pm</td>
<td>Capt Jack Ston.</td>
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<tr>
<td>5:30 pm</td>
<td>Learn Ballroom</td>
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<tr>
<td>5:30 pm</td>
<td>CEPO &quot;JEDI&quot; Award</td>
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<tr>
<td>5:30 pm</td>
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<tr>
<td>5:30 pm</td>
<td>Workshop D (1:00 - 4:00 pm; 3 CEs)</td>
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<td>Workshop E (1:00 - 4:00 pm; 3 CEs)</td>
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<tr>
<td>5:30 pm</td>
<td>Smith &amp; Brown</td>
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*Thursday, March 24th - Master Schedule (1:00 - 6:00 pm)*
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<tr>
<td>8:30 am</td>
<td>Sabal Palm</td>
<td>Workshop G (8:30 - 10:30 am; 2 CEs)</td>
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<tr>
<td>8:30 am</td>
<td>Bar.</td>
<td>Workshop H (8:00 - 11:00 am; 2 CEs)</td>
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<tr>
<td>9:00 am</td>
<td>Learm A</td>
<td>8:30 - 9:50 am CEPO/Psi Chi Undergraduate Poster Session II</td>
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<tr>
<td>9:00 am</td>
<td>Learm B</td>
<td>Workshop G (8:30 - 10:30 am; 2 CEs)</td>
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<td>9:00 am</td>
<td>Learm C</td>
<td>Workshop H (8:00 - 11:00 am; 2 CEs)</td>
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<tr>
<td>9:30 am</td>
<td>Learm D</td>
<td>9:00 - 10:50 am SEPA History Symposium (9:00-10:50 am)</td>
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<td>Learm E</td>
<td>Workshop G (8:30 - 10:30 am; 2 CEs)</td>
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<td>Learm F</td>
<td>Workshop H (8:00 - 11:00 am; 2 CEs)</td>
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<tr>
<td>9:30 am</td>
<td>Bailey</td>
<td>9:00 - 10:00 am Measuremen/Evaluation Paper Session</td>
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<tr>
<td>9:30 am</td>
<td>Baron</td>
<td>9:00 - 10:50 am SEPA History Symposium (9:00-10:50 am)</td>
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<td>9:30 am</td>
<td>Capt</td>
<td>9:00 - 10:50 am SEPA History Symposium (9:00-10:50 am)</td>
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<td>Learm A</td>
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<td>11:30 am</td>
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<td>12:30 pm</td>
<td>Learm A</td>
<td>Teaching of Psychology Conversation Hour</td>
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<td>12:30 pm</td>
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<tr>
<td>Time</td>
<td>Venue</td>
<td>Activities</td>
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<tr>
<td>1:00 pm</td>
<td>Sabal Palm Ball.</td>
<td>Addictions; Industrial/Org.; Social/Pers.</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Leam Ball-room</td>
<td>Southeastern Workers in Memory (SWIM)</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Leam B</td>
<td>Forensic</td>
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<tr>
<td>1:00 pm</td>
<td>Leam C</td>
<td>Teaching of Psychology</td>
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<td>1:00 pm</td>
<td>Leam D</td>
<td>Social/Personality</td>
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<tr>
<td>1:00 pm</td>
<td>Leam E</td>
<td>Industrial/Org.</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Bailey Baron</td>
<td>Oral Presentations - 1:00 - 2:20 pm</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Capt Jack Ston.</td>
<td>Teaching of Psychology</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Lords Prop.</td>
<td>Securing NSF Funding</td>
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<tr>
<td>1:30 pm</td>
<td>Workshop L (1:00 - 3:00 pm; 2 CEs)</td>
<td>Qualls Workshop</td>
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<tr>
<td>2:00 pm</td>
<td>Leam F</td>
<td>Teaching of Psychology</td>
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<td>2:00 pm</td>
<td>Leam A</td>
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<td>Mixed (Health: I/O)</td>
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<td>Social/Personality</td>
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<td>Workshop M (1:00 - 3:00 pm; 2 CEs)</td>
<td>Lange &amp; Fontaine Workshop</td>
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<td>2:30 pm</td>
<td>Workshop L (1:00 - 3:00 pm; 2 CEs)</td>
<td>Swaringen et al Workshop</td>
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<td>3:00 pm</td>
<td>Leam F</td>
<td>Teaching of Psychology</td>
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<td>Workshop L (1:00 - 3:00 pm; 2 CEs)</td>
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<td>Workshop L (1:00 - 3:00 pm; 2 CEs)</td>
<td>Swaringen et al Workshop</td>
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<td>5:00 pm</td>
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<tr>
<td>8:30 am</td>
<td>CEPO/Psi Chi Undergraduate Poster Session III</td>
<td>Leon Ballroom</td>
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<td>CEPO/Psi Chi Undergraduate Poster Session III</td>
<td>Sabal Palm Ball.</td>
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<tr>
<td>9:00 am</td>
<td>Workshop O (8:30 - 10:30 am; 2 CEs) Vandermaas-Peeler &amp; Thurman</td>
<td>Lords Prop.</td>
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<tr>
<td>9:30 am</td>
<td>Workshop P (9:00 am - 12:00 pm; 3 CEs) Zlomke &amp; Stefurak</td>
<td>Lords Prop.</td>
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<tr>
<td>11:00 am</td>
<td>Workshop R (11:00 am - 12:00 pm; 1 CE) Kemp</td>
<td>Lords Prop.</td>
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