



WESTERN PSYCHOLOGICAL ASSOCIATION
2023 ANNUAL CONVENTION
CULTURAL, DIVERSITY, AND HEALTH

PROGRAM

APRIL 26 - 30, 2023
RIVERSIDE

California

CONVENTION HOST



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Welcome to the
103RD ANNUAL CONVENTION
of the
Western Psychological
ASSOCIATION

April 26 – 30, 2023
Riverside, California

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WPA THANKS THE FOLLOWING EXHIBITORS

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California School
of Professional Psychology

WPA TEACHING CONFERENCE LUNCH





WELCOME FROM LOMA LINDA UNIVERSITY

On behalf of Loma Linda University, it is my pleasure to welcome you to the 103rd Annual Meeting of the Western Psychological Association. We are honored and privileged to serve as this year's host institution and welcome you to Riverside.

As the largest academic health sciences university in the Inland Empire region of Southern California, Loma Linda University is a Research II institution with over 4,500 students, 60,000 alumni, approximately 1,700 faculty, and more than 100 health professional degrees across 8 schools - Behavioral Health, Medicine, Dentistry, Pharmacy, Religion, Nursing, Public Health, and Allied Health. Rooted in the foundations of faith and science, our institution is unique in its deep commitment to whole person care. As the flagship institution of a large network of universities and hospitals worldwide, through our emphasis on mission-focused learning we prioritize cultivating advanced professionals prepared for clinical and leadership roles to serve within health systems, institutions, agencies, and underserved communities locally and around the globe.

The School of Behavioral Health, one of our thriving schools, offers graduate degree programs in three departments and one collaborative division, which include: Psychology, Counseling and Family Sciences, Social Work and Social Ecology, and the Interdisciplinary Studies Division. These programs equip students with the academic, practice and research experiences necessary for successful careers in behavioral health that benefit humankind.

This year's WPA conference theme, "Culture, Diversity, and Health", is particularly timely given the challenges we face today. Distinguished speakers will present on a variety of topics, including racial, ethnic, and LGBTQ+ mental health; substance abuse and treatment; clinical psychology and cultural competency; teaching and mentorship of students from diverse backgrounds; the psychology of climate change science; vaccine hesitancy; reproductive health; ethnic, gender, and multiracial identity development; community-based participatory research; implicit bias;

and the role of culture in health behavior and outcomes. While there are certainly challenges to be addressed, many of our speakers will also highlight the strength and resilience that our diverse cultures bring to health and well-being. We are also excited to hear from large-scale citizen science initiatives and from officers of the National Science Foundation. This conference promises to enrich you as a scholar and facilitate valuable collaborations.

I am deeply grateful to our Program Chair, Dr. Patricia Flynn of the Department of Psychology, for working with the WPA Executive Board to put together such a wonderful conference that will further our collective ability to serve society.

I hope that you will have a fulfilling and enjoyable time at the conference.

Best regards,

A handwritten signature in dark ink, appearing to read "Beverly Buckles". The signature is fluid and cursive, with a large initial "B".

Dr. Beverly Buckles, Dean
School of Behavioral Health



THURSDAY ROOM MATRIX

	Exhibit Hall A&B	Exhibition Hall D	Exhibition Hall C	Ballroom	Meeting Room 8/9/10
8.00					
8.30	Poster Session 1 Human and Animal Learning 8:00-9:15	Antonia Biggs Forecasting the Impact of Dobbs v Jackson 8:15 - 9:15			
9.00					
9.30					
10.00	Poster Session 2 Cognition and Sensory Processing 9:30-10:45	Rebecca Covarrubias Acts of resistance 10:00-11:00			
10.30					
11.00					
11.30	Poster Session 3 Multicultural and International Psychology 11:00-12:15		Bridgette Peteet Community-Academic Partnership to Address Covid-19 11:00 - 12:00		
12.00				Aaron Seitz & Susanne Jaeggi Introducing CHIRP – A Cognitive Health Initiative Research Partnership 11:30 - 1:00	
12.30		Liz D'Amico Health Disparities 12:00 1:00			
1.00	Poster Session 4 Evaluation, Measurement/ Applied Psychology 12:30-1:45				
1.30			Laura Lee McIntyre Working Together: Leveraging Families 1:00 - 2:00	CHIRP Reception 1:00-2:00	
2.00					
2.30	Poster Session 4 Sexuality and Positive Psychology and Language 2:00-3:15	Teenie Matlock Language Matters 2:00 - 3:00			
3.00					Statistics Workshop Introduction to Structural Equation Modeling 2:00 - 4:00
3.30			Jacqueline Chen A Mirror to Society 3:00 - 4:00		
4.00					
4.30					
5.00		STP Last Lecture 4:00- 5:30	Belinda Campos Insights for Relationships from Latino Culture 4:15 - 5:15		
5.30					
6.00					

**REGISTRATION
DESK OPEN**
Upper Concourse
7 am - 7 pm
Wednesday 5 - 8 pm

**WELCOME
RECEPTION**
Upper Concourse
5:30 - 6:30 pm

RainCross C&F

Raincross D&A

Raincross E&B

Meeting Room 1

Meeting Room 2

8.00				
8.30	Symposium 9 Psychedelic Usage Among College Students 8:00-9:30	Symposium Factors Affecting Physical and Mental Health in Individuals with Schizophrenia 8:00 - 9:15		Paper Session 1 Meaningfulness and Mindfulness 8:15 - 9:15
9.00			Paper Session 2 Health Psychology 8:45 - 10:00	
9.30				
10.00	Symposium Optimizing Well-Being 9:45 - 10:45	Symposium THE SCIENCE & PRACTICE OF POSITIVE PSYCHOLOGY 9:30 - 10:30		Paper Session 3 Interesting Issues in Program Implementation 10:00 - 11:00
10.30				
11.00	Symposium Exploring the Challenges of Allyship at Work 11:00 - 12:00	Symposium Community, Identity, and Diversity in Popular Culture and Pop Culture Fandoms 10:45 - 12:00		
11.30			Paper Session 4 Industrial/Organizational Psychology 11:30 - 12:30	
12.00				
12.30				
1.00	Symposium Animal Behavior: Insights into the Evolution of the Mind 12:30 - 2:00	Symposium Investigating Role of Family & Community 1:00-2:00		Session 5 Families Paper 12:45 - 1:45
1.30				
2.00				
2.30		Symposium Challenging the Deficit Narrative 2:15 - 3:45	Paper Session 6 Multicultural Issues 2:00 - 3:00	Belinda Campos Conversation Hour 2:00 - 3:00
3.00				
3.30	Symposium Eye of the Beholder 3:00 - 4:00			Paper Session 7 Mental Health and Psychopathology 3:15-4:15
4.00				
4.30			Paper Session 8 Social and Personality Research I 4:00-5:00	
5.00				
5.30				
6.00				

FRIDAY ROOM MATRIX

	Exhibit Hall A&B	Exhibition Hall D	Exhibition Hall C	Ballroom	Meeting Room 8/9/10
8.00					
8.30	Poster Session 5 Social and Personality Processes 1 8:00-9:15	Jay Bettergarcia Centering Trans and Nonbinary Joy 8:15 - 9:15			
9.00					Statistics Workshop Fundamentals of Item Response Theory (IRT) and Applications of IRT Models for Measurement in Psychology 8:30 - 10:30
9.30					
10.00	Poster Session 6 Gender and Social Issues 9:30-10:45		Apryl Alexander Psychology for Social Change 9:15 - 10:15		
10.30		Hector Betancourt Study of Culture and Diversity 10:00 - 11:00			
11.00					
11.30	Poster Session 7 Health/Medical Psychology 11:00 - 12:15		Joan Chiao Global Mental Health 10:45 - 11:45		
12.00		David Matsumoto Reflections on 40 Years of Research on Culture and Emotion 11:30 - 12:30			
12.30					Psi Chi/Psi Beta Information Session and Social 12:00 - 1:15
1.00	Poster Session 8 Social Issues 12:30-1:45		Gale Sinatra Public Misunderstanding of Science 12:15 - 1:15		
1.30					
2.00					
2.30			Steve Lopez Towards Reducing the Duration Untreated Psychosis 1:45 - 2:45		
3.00	Psi Chi Poster 9 2:00 - 3:15				
3.30				2023 WPA Teaching Award Address Alyson Glover Burns 2:45 - 3:45	
4.00					
4.30					
5.00		WPA Awards Ceremony and Presidential Remarks 4:00-6:00			
5.30					
6.00					

REGISTRATION
DESK OPEN
Upper Concourse
7 am - 7 pm

WPA AWARDS
CEREMONY AND
PRESIDENTIAL
REMARKS
UPPER CONCOURSE
4 - 6 pm

RECEPTION
UPPER CONCOURSE
6 - 7 pm

	RainCross C&F	Raincross D&A	Raincross E&B	Meeting Room 1	Meeting Room 2
8.00			Student Council Breakfast 7:30 - 8:15		
8.30	Symposium Providing Psychological Services to Latinxs 8:00 - 9:00	Symposium Infusing Social Justice and Decolonizing 8:00 - 9:15		Paper Session 9 College Students' Educational Experience 8:15-9:15	
9.00			Student Council Meeting 8:30 - 9:45		
9.30					Paper Session 10 Stress and Anxiety 9:15-10:15
10.00	Symposium Liberation Psychology in Praxis 9:45 - 10:45	Symposium An Audit of our Own 9:30 - 10:30			
10.30				Paper Session 11 Climate Change, Social Climate 10:15 - 11:15	
11.00	Symposium Culturally-Centered Approaches 11:00 - 12:00	Symposium Building Psychology Partnerships 10:45 - 11:45			Paper Session 12 What's new in measurement and statistics? 11:15 - 12:15
11.30			Hector Betancourt Conversation Hour 11:15-12:15		
12.00		Symposium How we Increase Successful Outcomes 12:00 - 1:00		Paper Session 13 Life-Span Development 12:15 - 1:15	
12.30			WPA Council of Representatives Meeting 12:15 - 1:15		
1.00	Symposium INTERGROUP CONFLICT 12:45 - 2:15				Paper Session 14 Information, Stress and Emotional Control 1:15-2:15
1.30				Conversation Hour Joan Chiao 1:30 - 2:30	
2.00		Symposium We the People: Antecedents to and Consequences of Populism 2:00 - 3:30	Symposium Medical Students' Perceptions 1:30 - 3:00		
2.30					
3.00				Paper Session 16 Attitudes, Bias, and Prejudice 3:00 - 4:00	Paper Session 15 Social Issues 2:45 - 3:45
3.30					
4.00					
4.30					
5.00					
5.30					
6.00					

SATURDAY ROOM MATRIX

Exhibit Hall A&B	Exhibition Hall D	Exhibition Hall C	Ballroom	Meeting Room 8/9/10
8.00				
8.30	Session 10 Psychology and the Law, Clinical Psychology, and Psi Beta Poster 8:00-9:15	David Funder Culture and Ethnicity in Psychological Research 8:15 - 9:15		
9.00				Statistics Workshop An Introduction to Statistical and Causal Mediation Analysis 8:30-10:30
9.30		Sandra Graham Adolescents' Feelings 9:00 - 10:00		
10.00	Session 11 Clinical Psychology 9:30-10:45			
10.30	Mirella Diaz-Santos Community Neuropsychology 10:00 - 11:00			
11.00		Rodolfo Mendoza-Denton Ambiguity and Clarity: Processes in Addressing Inequities. 11:00 - 12:00	Presidential Symposium Delia Saenz Healing and Empowerment 10:30 - 12:00	Distinguished Invited Speaker PTCC & CABA Ladonna Lewis Karina Sokol-Tinsley Lisa Worthy 10:45 - 11:45
11.30	Poster Session 12 Social and Personality Processes 11:00-12:15			
12.00				
12.30				
1.00	Poster Session 13 Stress, Anxiety, and Depression 12:30-1:45	May Ling Halim Beauty and Valor 12:15 - 1:15	Christine Dunkel Schetter Isabel F. Ramos Almeida Anxiety in Pregnancy 12:30 - 1:30	
1.30				
2.00		Bonnie A. Green Education 1:30 - 2:30	2023 WPA Early Career Award. Tristan Inagak Giving and Receiving Care 1:45 - 2:45	Mentorship Session #2 Psi Chi 1:30 - 3:00 Signup Required
2.30	Poster Session 4 Brain Function, Psychopathology, Substance Use, and Attention 2:00-3:15			
3.00	Miguel Villodas Improving Access 2:45 - 3:45			
3.30				
4.00				
4.30		Presidential Conversation Christina Malachuk 4:15 - 5:15		
5.00				
5.30				
6.00				

REGISTRATION
DESK OPEN
Upper Concourse
7 am - 7 pm

RainCross C&F

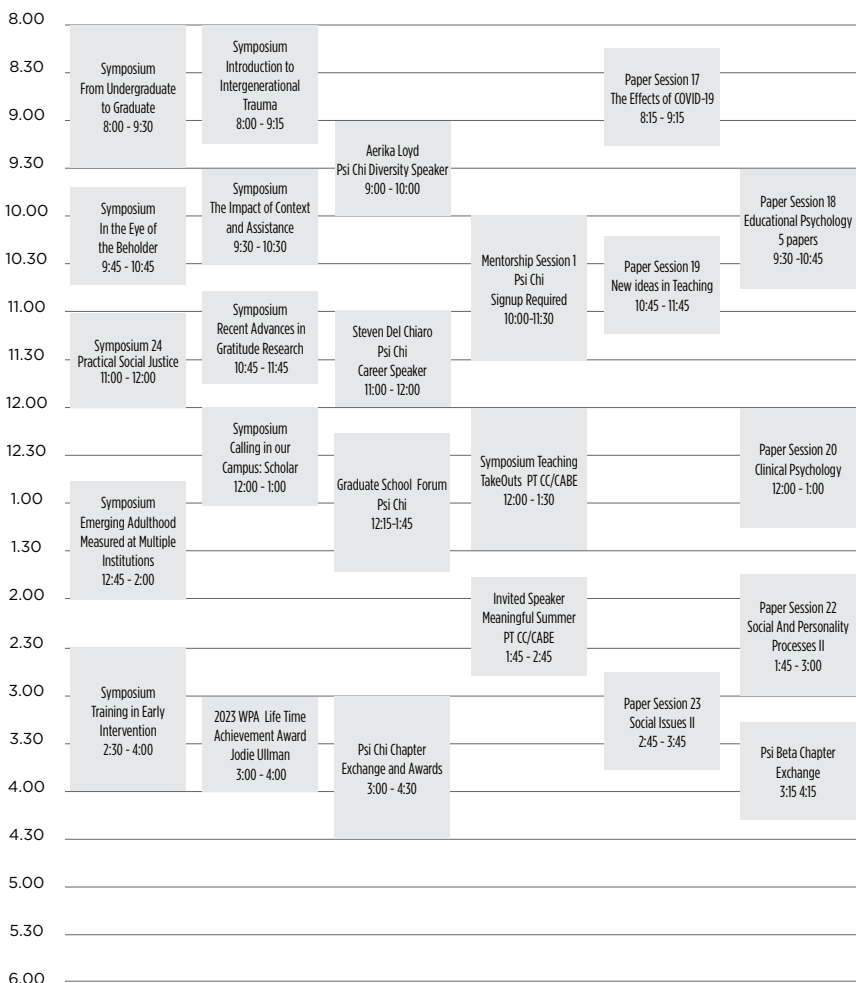
Raincross D&A

Raincross E&B

Meeting Room 4

Meeting Room 1

Meeting Room 2



SUNDAY ROOM MATRIX

	Exhibit Hall A&B	Exhibition Hall D	Exhibition Hall C	Ballroom	Meeting Room 8/9/10
8.00					
8.30					
9.00	Poster Session 17 Developmental Psychology 8:30 - 9:45	Symposium A Pipeline Program for Training Clinical Psychology Students 8:15 - 9:45		Heather Bortfeld Perceptual Learning in Support of Language 8:15 9:15	
9.30					Statistics Workshop Building Your First Machine Learning Models with Python 8:30-10:30
10.00				Amber Williams Children's Racial Attitudes & Parental Racial Socialization 9:30-10:30	
10.30	Poster Session 18 Educational, School, Teaching Psychology and Language 10:00-11:15	Social Pipeline Reception 9:45 - 10:45			
11.00				Jeff Stone Addressing Implicit Bias in Health Care 10:45 - 11:45	
11.30					
12.00					
12.30					
1.00					

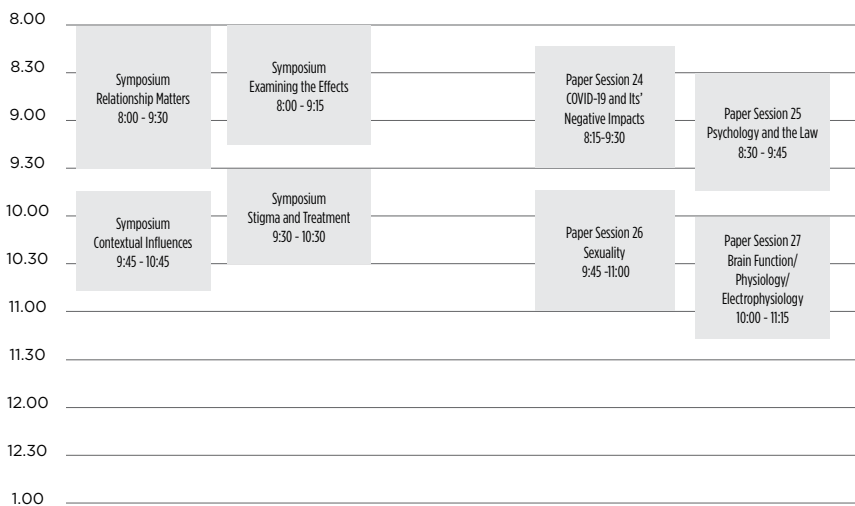
RainCross C&F

Raincross D&A

Raincross E&B

Meeting Room 1

Meeting Room 2



RIVERSIDE CONVENTION CENTER MAP



CONVENTION CENTER AND ADDITIONAL PARKING



WPA 2023 CONFERENCE APP



The official app for the WPA 103rd Annual Convention in Riverside, CA. The app will allow you to sign in and favorite sessions or presentations allowing you to create your own custom itinerary. Filter the sessions, presentations, or participants to drill down and find the information you are looking for. Update your profile and create a virtual badge. Post on the social feed for the conference to engage with your community and presenters. Use the in app messaging to find other participants you want to connect with.

Why should I use the app?

- Sign in and update your profile
- Favorite sessions to build a personal itinerary
- Filter and search the sessions, presentations, or participants to drill down and find the information you are looking for.
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- Learn about exhibitors and sponsors
- New and updated information added daily


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How can I get the app?

- Using your computer or mobile device visit <https://www.xcdsystem.com/wpa/program/dEgm5Mt/index.cfm>
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- Visit the App store
- **Enter Conference Code: WPA2023**

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WPA PROGRAM BOOK ACTIVITY DESCRIPTIONS

The WPA convention program book lists and briefly describes every activity at the convention. The convention activities and presentations include Invited Speaker Addresses, Symposia, Poster Sessions, Paper Sessions, Presidential Address, Receptions, and Exhibits.

WPA Speakers: Each year distinguished psychologists are invited to give presentations at WPA. This gives everyone an opportunity to hear the latest research findings and theoretical ideas from leading researchers. All convention attendees are welcome at the talks by the speakers. Also, conversation hours with students will be scheduled for some of the speakers.

Poster Session: In a poster session, 30 or more presenters display the highlights of their research studies as posters mounted on bulletin boards. Presenters stand by their posters as attendees stroll along the rows, reading the posters and discussing them with the presenters. These sessions give you the chance to meet active research psychologists and ask questions and discuss findings. Each presenter welcomes your interest and questions no matter who you are. This is also a good opportunity to find out about graduate and undergraduate programs at other colleges and universities from the presenting professors and their students. Don't be shy!

Symposium and Panel Sessions: Two or more authorities make brief presentations on a topic. After the presentations, there is usually time for commentary and discussion.

Paper Session: Each presenter in a paper session delivers a brief talk. Three or four papers are scheduled per session. After each paper is presented, or at the end of a session, the audience is given an opportunity to ask questions.

Exhibitors: During the convention, publishers, universities, psychology organizations such as Psi Chi and the American Psychological Association, and companies that have psychology-related merchandise and research tools, are located in the same large ballroom where poster presentations occur. Here you can browse through the latest books, see demonstrations of lab equipment, talk with universities about their graduate programs. Be sure to stop in the booths that interest you and chat with the representatives. They appreciate your interest.

Receptions: Everyone is invited to receptions on Thursday and Friday evenings.

Conversation Hours: Students are invited to speak informally with distinguished speakers. All students are welcome.



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Professor and Chair of Psychology
Saddleback College

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Loma Linda University

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Cal Poly Humbolt

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Seattle Pacific University

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Lorraine Grogan

Western Psychological Association

EXECUTIVE OFFICER:

Jodie Ullman, Ph.D.

Western Psychological Association

WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1921-1946

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1921	Lewis M. Terman	Stanford U.	Berkeley, CA	UC Berkeley
1922	Lewis M. Terman	Stanford U.	Stanford, CA	Stanford U.
1923	Edward C. Tolman	UC Berkeley	Los Angeles, CA	USC
1924	Edmund S. Conklin	U. Oregon	Stanford, CA	Stanford U.
1925	Arthur H. Sutherland	L.A. City Schools	Berkeley, CA	UC Berkeley
1926	Walter A. Miles	Stanford U.	Oakland, CA	Mills College
1927	Kate Gordon	UCLA	Los Angeles, CA	UCLA
1928	Shepard I. Franz	UCLA	Stanford, CA	Stanford U.
1929	Warner Brown	UC Berkeley	Berkeley, CA	UC Berkeley
1930	John F. Coover	Stanford U.	Los Angeles, CA	USC
1931	Stevenson Smith	U. Washington	Eugene, OR	U. Oregon
1932	Calvin P. Stone	Stanford U.	Stanford, GA	Stanford U.
1933	Edward K. Strong	Stanford U.	Los Angeles, CA	USC
1934	Edwin R. Guthrie	U. Washington	Berkeley, CA	UC Berkeley
1935	Harold F. Jones	UC Berkeley	Los Angeles, CA	UCLA
1936	Grace M. Fernald	UCLA	Seattle, WA	U. Washington
1937	Milton Metfessel	USC	Claremont, CA	Claremont College
1938	Paul P. Farnsworth	Stanford U.	Eugene, OR	U Oregon
1939	Knight Dunlap	UCLA	Stanford, CA	Stanford U.
1940	Howard R. Taylor	U. Oregon	Los Angeles, CA	UCLA
1941	Mary Brooks Eyre	Scripps Collage	Berkeley, CA	UC Berkeley
1942	Ernest R. Hilgard	Stanford U.	Seattle, WA	U Washington
1943	Jean W. Macfarlane	UC Berkeley	Berkeley, CA	UC Berkeley
1944	Jean W. Macfarlane	UC Berkeley	Oakland, CA Los Angeles, CA UC Berkeley	Mills College, UCLA & UC Berkeley
1945	Jean W. Macfarlane	UC Berkeley	Seattle, WA Los Angeles, CA	U Washington & USC
1946	Jean W. Macfarlane	UC Berkeley	Stanford, CA	Stanford U.

WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1947-1972

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1947	Joy P. Guilford	USC	San Diego, CA	San Diego State
1948	Robert C. Tryon	UC Berkeley	San Francisco, CA	San Francisco State
1949	Ralph H. Gundlach	U. Oregon	Eugene, OR	U Oregon
1950	Floyd L. Ruch	USC	Santa Barbara, CA	UC Santa Barbara
1951	Maud Merrill James	Stanford U.	San José, CA	San José State
1952	Robert Leeper	U. Oregon	Fresno, CA	Fresno State
1953	Ruth S. Tolman	VA Mental Hygiene Clinic	Seattle, WA	U Washington
1954	Nancy Bayley	UC Berkeley	Long Beach, CA	UCLA, USC Long Beach State & the VA
1955	Neil D. Warren	USC	San Francisco, CA	Held With APA
1956	Allen L. Edwards	U Washington	Berkeley, CA	UC Berkeley
1957	Joseph A. Gengerelli	UCLA	Eugene, OR	U Oregon
1958	Leona E. Tyler	U. Oregon	Monterey, CA	U.S. Naval Post-grad School
1959	Quinn McNemar	Stanford U.	San Diego, CA	San Diego State
1960	Donald B. Lindsley	UCLA	San José, CA	San José State
1961	David Krech	UC Berkeley	Seattle WA	U Washington
1962	F. Theodore Perkins	Claremont Grad. School	San Francisco, CA	San Francisco State
1963	John P. Seward	UCLA	Santa Monica, CA	Systems Dev. Corp
1964	D.W. MacKinnon	UC Berkeley	Portland, OR	U Oregon Med. School
1965	Robert R. Sears	Stanford U.	Honolulu, HI	U Hawaii
1966	Hugh M. Bell	Chico State College	Long Beach, CA	Long Beach State
1967	Eliot H. Rodnick	UCLA	San Francisco, CA	San Francisco State
1968	Leo J. Postman	UC Berkeley	San Diego, CA	San Diego State
1969	Frank Beach	UC Berkeley	Vancouver, B.C	U British Columbia, Simon Fraser U. & U Victoria
1971	Howard H. Kendler	UC Santa Barbara	San Francisco, CA	San José State
1972	P. Nevitt Sanford	Wright Institute	Portland, OR	Portland State U

WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1973-1997

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1973	Fred Attneave	U. Oregon	Anaheim, CA	CSU Long Beach & CSU Fullerton
1974	Paul H. Mussen	UC Berkeley	San Francisco, CA	UC Berkeley & CSU Hayward
1975	Eleanor Maccoby	Stanford U	Sacramento, CA	CSU Sacramento
1976	Richard C. Atkinson	Natl Science Fdn	Los Angeles, CA	CSU Northridge
1977	Seymour Feshbach	UCLA	Seattle, WA	U Washington
1978	Tracy S. Kendler	UC Santa Barbara	San Francisco, CA	San Francisco State
1979	Irwin G. Sarason	U. Washington	San Diego, CA	San Diego State
1980	Norma D. Feshbach	UCLA	Honolulu, HI	U Hawaii
1981	Albert Bandura	Stanford U	Los Angeles, CA	CSU, Dominguez Hills
1982	Patricia Keith-Spiegel	CSU Northridge	Sacramento, CA	CSU Sacramento
1983	Philip G. Zimbardo	Stanford U	San Francisco, CA	San José State
1984	Elizabeth Loftus	U. Washington	Los Angeles, CA	UCLA
1985	Marilynn B. Brewer	UCLA	San José, CA	CSU Chico
1986	M. Brewster Smith	UC Santa Cruz	Seattle, WA	U. Puget Sound
1987	Joseph Matarazzo	Oregon Health Sciences	Long Beach, CA	CSU Long Beach
1988	Dorothy Eichorn	UC Berkeley	Burlingame, CA	Santa Clara U
1989	Christina Maslach	UC Berkeley	Reno, NV	U. Nevada, Reno
1990	Elliot Aronson	UC Santa Cruz	Los Angeles, CA	CSU, San Bernardino
1991	Gordon Bower	Stanford U.	Burlingame, CA	Stanford U. & San José State
1992	John Garcia	UCLA	Portland, OR	Portland State U.
1993	James L. McGaugh	UC Irvine	Phoenix, AZ	Arizona State U.
1994	Shelley E. Taylor	UCLA	Kona, HI	U. of Hawaii, Hilo
1995	Richard F. Thompson	USC	Los Angeles, CA	CSU Dominguez Hills
1996	Nancy Eisenberg	Arizona State U	San José, CA	U. of the Pacific
1997	Claude Steele	Stanford U.	Seattle, WA	U. of Puget Sound

WESTERN PSYCHOLOGICAL ASSOCIATION

CHRONOLOGY 1998-2023

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1998	Robert L. Solso	U. Nevada	Albuquerque, NM	U. Nevada, Reno
1999	Robert A. Bjork	UCLA	Irvine, CA	Claremont McKenna
2000	Diane F. Halpern	CSU San Bernardino	Portland, OR	Portland State U.
2001	Philip G. Zimbardo	Stanford U.	Maui, HI	U. Hawaii, Hilo
2002	Leona S. Aiken	Arizona State	Irvine, CA	UC Irvine
2003	Dale E. Berger	Claremont Grad U.	Vancouver, BC	U. British Columbia
2004	Cheryl L. Spinweber	Scripps Mercy Sleep Disorders Center	Phoenix, AZ	Arizona State U.
2005	Elizabeth Loftus	UC Irvine	Portland, OR	Portland State U.
2006	Gordon Bower	Stanford U.	Palm Springs, CA	CSU San Bernardino
2007	Robert Pellegrini	San José State	Vancouver, BC	U. British Columbia
2008	Peter Bentler	UCLA	Irvine, CA	CSU San Marcos
2009	Ronald E. Riggio	Claremont McKenna	Portland, OR	Portland State U.
2010	Stanley Sue	UC Davis	Cancun, MX	U. Southern Cal.
2011	Jeffery S. Mio	Cal Poly Pomona	Los Angeles, CA	CSU Los Angeles & Cal Poly Pomona
2012	Delia S. Saenz	Arizona State U.	Burlingame, CA	Palo Alto U.
2013	Robert V. Levine	CSU Fresno	Reno, NV	U. Nevada, Reno
2014	Victoria M. Follette	U. Nevada, Reno	Portland, OR	Western Oregon U.
2015	Jodie B. Ullman	CSU San Bernardino	Las Vegas, NV	U Nevada, Las Vegas
2016	Howard S. Friedman	UC Riverside	Long Beach, CA	CSU Fullerton
2017	Joan S. Tucker	RAND Corporation	Sacramento, CA	CSU Sacramento
2018	Terry A. Cronan	San Diego State U	Portland, OR	Pacific U Oregon
2019	Laura Freberg	CA Polytechnic State U	Pasadena, CA	CSU Los Angeles
2020	Christina Maslach	University of California	Virtual	SJSU
2021	Heidi Riggio, Ph.D.	CSU Los Angeles	Virtual	U Nevada, Las Vegas
2022	Jon Grahe, Ph.D.	Pacific Lutheran U	Portland, OR	Cal Poly Humboldt
2023	Delia Saenz, Ph.D.	UC, Merced	Riverside, CA	Loma Linda U

WPA PROGRAM PLANNING AND ORGANIZATION

The Program Committee:

The primary function of the Program Chairperson is to plan and organize the invited portions of the program. This is a complex and demanding process that starts almost two years before a given convention, and one that assures an attractive and diversified program. This year, Patricia Flynn accepted the challenge of serving as the Program Chair. Together with WPA President Delia Saenz, they have arranged a fantastic program that will provide each of us with an excellent and memorable convention. We thank them for their outstanding contributions to our association.

Teaching and Student Events:

In coordinating the planning and the organization of the Teaching and Student Events that enrich our program each year, we have had the opportunity and the pleasure of working with a number of dedicated people who are responsible for the excellence of this part of our program

Special thanks go to the following people whose creativity, resourcefulness, and dedication to the teaching/learning process led to the development of outstanding program events of special interest to psychology teachers and students.

J. Kris Leppien-Christensen

WPA Conferenc on Teaching

Heidi Riggio

Society for the Teaching of Psychology (STP)

Louise Chim

Psi Chi, The International Honor Society in Psychology

Vivian McCann

Psychology Teachers at Community Colleges (PT@CC)/Committee for Associate and Baccalaureate Education (CABE)

Helen Greenbergs

Psi Beta

The Teaching and Student Events at our annual convention receive needed financial support from several groups. Their generosity contributes substantially to the sustained high quality of these events.

We thank the following groups for their help in enhancing the excellence of our convention with their financial support.

Loma Linda University
California Baptist University
Life Source Affordable Counseling
The Trust
California School of Professional Psychology at
Alliant International University
Kansas City University
Saybrook University

Mount Saint Mary's University



CBU College of Behavioral and Social Sciences

COMMITMENT.

Earning your PsyD degree from California Baptist University to better serve and help others is a personal commitment. CBU's College of Behavioral and Social Sciences is equally committed to your professional development and personal success.

CBU's PsyD program provides quality training through mentoring experiences with qualified faculty that spend the necessary time to personally invest in doctoral students. Students will benefit from an educational model that produces ethical, competent, effective, and, ultimately, compassionate practitioner-scholars by exploring the intersection between psychology and Christianity.

To learn more, visit
calbaptist.edu/psyd

DOCTOR OF PSYCHOLOGY IN
Clinical Psychology (PsyD)

WPA FELLOWS

The individuals listed below have been elected to Fellow status in the Western Psychological Association. Information concerning application for Fellow status can be obtained from the WPA office and website.

Chris Aberson	Faye J. Crosby	Jon Grahe
Leona S. Aiken	Ronald Dillehay	Lisa Gray-Shellberg
Daniel N. Allen	Stewart Donaldson	Patricia M. Greenfield
Mary Allen	Bradley Donohue	Bruce Gross
Elliot Aronson	Christine Dunkel Schetter	Diana Wright Guerin
Georgia Babladelis	Eric Eich	Carl R. Gustavson
Albert Bandura	Dorothy Eichorn	Diane F. Halpern
Kimberly A. Barchard	Nancy Eisenberg	Sharon Hamill
Lori Barker-Hackett	Henry Ellis	Steven. C. Hayes
Kenneth Beauchamp	Ann Ewing	David J. Hardy
Peter M. Bentler	Judith Farrell	Maureen Hester
Jennifer L. Berdahl	Gaithri A. Fernando	Robert A. Hicks
Dale E. Berger	Norma Feshbach	William Hillix
Lynette H. Bikos	Seymour Feshbach	Charles D. Hoffman
Elizabeth Ligon Bjork	Susan Folkman	Michael Hogg
Robert Bjork	Victoria M. Follette	Wei-Chin Hwang
Melinda Blackman	Michael Foy	Chizuko Izawa
Kirk Bowden	Scott C. Fraser	Lissy F. Jarvik
Gordon Bower	Howard S. Friedman	Roger D. Jennings
Thomas Bradbury	David Funder	Bob Johnson
Marilynn B. Brewer	Helen C. Fung	Jerry L. Johnson
Laura S. Brown	Glenn Gamst	John Jung
Alyson Burns-Glover	John Garcia	Kenneth D. Keith
Donna Castaneda	Rick Gardner	Patricia Keith-Speigel
John N. Castellan, Jr	Robert M. Gardner	Dacher Keltner
Elizabeth Cauffman	Ann M. Garner	Howard H. Kendler
Garvin Chastain	Gerald P. Ginsburg	Tracy S. Kendler
Paul W. Clement	Lewis R. Goldberg	John Kihlstrom
Mark A. Costanzo	Stephen D. Goldinger	Elizabeth A. Klonoff
Gloria Cowan	Gail S. Goodman	Chris Koch
P. Chris Cozby	Richard L. Gorsuch	Shari Young Kuchenbecker
Robert Ervin Cramer	Adele Eskeles Gottfried	Stanley Krippner
William Crano	Allen Gottfried	Knud Larsen
Terry Cronan	Harrison Gough	Richard S. Lazarus

J. Kris Leppien-Christensen	Daniel Pannen	Ellen Skinner
Michael Levin	Kenneth Parker	M. Brewster Smith
Shana Levin	John G. Paterson	Robert Solso
Robert V. Levine	Frank Payne	Addison Somerville
Donald B. Lindsley	Brett Pelham	Robert Sommer
Richard Littman	Robert Pellegrini	Cheryl L. Spinweber
Elizabeth Loftus	Nolan Penn	Judith A. Stein
Steven R. Lopez	Robert Peterson	Stanley Sue
Duncan R. Luce	Walter T. Plant	Norman Sundberg
Eleanor Maccoby	Michael Posner	Barbara Tabachnick
Diane M. Mackie	Anthony Pratkanis	Shelley Taylor
Irving Maltzman	Kathleen Suzanne Johnson	Steven Taylor
Carrie M. Margolin	Preston	Michael Thackrey
Leslie R. Martin	Radmila Prislín	Howard E. A. Tinsley
Christina Maslach	Bertram Raven	Murray Tondow
Joseph Matarazzo	Catherine L. Reed	Joan S. Tucker
Ruth Matarazzo	Daniel Reisberg	Jodie B. Ullman
David Matsumoto	Beth Rienzi	Steven Ungerleider
Vickie Mays	Heidi R. Riggio	Carole Wade
James L. McGaugh	Ronald Riggio	William P. Wallace
Paul McReynolds	Maria P. Root	Neil D. Warren
Frederick Meeker	Leonard G. Rorer	Heidi A. Wayment
Matthias R. Mehl	Jerry L. Rudmann	Michael Webster
Rodolfo Mendoza-Denton	Dawn Salgado	Rhona S. Weinstein
Ivan N. Mensh	Dennis Saccuzzo	Suzanne L. Wenzel
Gerald M. Meredith	Delia S. Saenz	Paul Werner
Lawrence S. Meyers	Barbara Sarason	Eleanor Willemssen
Norman Miller	Irwin Sarason	Eugene H. Wong
Edward W. Minium	Theodore Sarbin	Thomas A. Wright
Jeffrey Scott Mio	David A. Sbarra	Alvin Zander
Telford I. Moore	Marvin Schroth	Sheldon Zedeck
Robert F. Morgan	P. Wesley Schultz	Philip G. Zimbardo
Daniel D. Moriarty	Lee Sechrest	
John H. Mueller	Nancy Segal	
Nora A. Murphy	Jack Shaffer	
Charlan J. Nemeth	Phillip R. Shaver	
Michael D. Newcomb	Jerry Shaw	
Edgar C. O'Neal	Thomas J. Shoeneman	
Pamella H. Oliver	Thomas J. Siegel	
Stuart Oskamp	Colin Silverthorne	
Raymond Paloutzian	Keith Simonton	

WPA PROGRAM REVIEW COMMITTEE

Nominations for Professional Awards and Fellows are solicited yearly. The Professional Awards Committee reviews nominations and makes Award Decisions

Each of the submitted abstracts was read by two of the distinguished psychologists listed below, who generously agreed to serve as members of the review committees for our awards and convention proposals for the Convention. Their independent reviews were used in selecting the papers, posters, and symposia that are included in this program, and for the selection of both the Western Psychology Association Professional and Student Awards.

Members of the Professional Awards Committee

Allen Gottfried
David Kealy
Leslie Martin
George Slavich
Barbara Tabachnick
Joan Tucker
Terry Cronan, Chair

Review and Student Awards Committee

Kelly Bennion	J. Kris Leppien-Christensen
Dale Berger	Ethan McMahan
Brittany Bloodhart	Chris Miller
Chris Cozby	Jeffery Mio
Terry Cronan	Benjamin Rosenberg
Anne Duran	Jason T. Siegel
Jennifer Dyer-Seymour	Jodie Ullman
Diane F. Halpern	Eugene Wong
Jacob Jones	

WPA COUNCIL OF REPRESENTATIVES

Many western universities and colleges have designated a member (or members) of their faculty to serve as a member of the WPA Council of Representatives. Members of this group provide advice and feedback to the WPA board and act as liaison on their campus for WPA. The chair of the Council is Matthew Jackson, the current Representative-at Large. If you do not see your university or college among those listed below and you wish to become involved, please contact the WPA office. Note: Two representatives from the same campus may indicate that two academic departments are represented; it may also indicate that both a graduate and undergraduate program representative have been designated; or some other division of labor appropriate to a particular department.

Alaska

University of Alaska Fairbanks, *Dani Sheppard and Jen Peterson*

University of Alaska Anchorage, *Eric Murphy*

Alberta

Concordia University of Edmonton, *Zdravko Marjanovic*

Arizona

Chandler Gilbert Community College, *Alisa Beyer*

Arizona State University, *Delia S. Saenz and Jose Nanez*

Glendale Community College, *Ladonna Lewis*

Mesa Community College, *Ann Ewing*

Northcentral University, *Jeannine Klein*

Northern Arizona University, *Meliksab Demir*

Northern Arizona University, *Robert Horn*

Northern Arizona University, *William Kolodinsky*

Rio Salado College, *Kirk Bowden*

University of Arizona, *Eve Isham*

University of Arizona South, *Brandy Brown*

British Columbia

Alexander College, *Kevin Hamilton*

Douglas College, *Bryan Jones*

Kwantlen Polytechnic University, *Cory Pedersen*

Langara College, *Erin Lea*
Simon Fraser University, *Rachel Fouladi*
Thompson River University, *Zdravko Marjanovic*
University of British Columbia, Vancouver, *Anita DeLongis*
University of British Columbia, Okanagan, *Mark Holden*
University of Victoria, *Frederick Grouzet*

California

Alliant International University, San Francisco, *Gerald Michaels*
American Jewish University, *Susan Kapitanoff*
American River College, *Andrea Garvey*
Azusa Pacific University, *Priscilla Diaz*
Bakersfield College, *Ginger LeBlanc*
Biola University, *Stacy Eltiti*
Brandman University, *William Gibson*
Butte College, *Nicole Graves and Allee Kreamer*
California Baptist University, *Anne-Marie Larsen*
California Lutheran University, *Andrea Sell*
Chabot College, *Rani Nijjar*
Chapman University, *John Hunter*
College of the Canyons, *Deanna Riveira*
College of the Desert, *Chris Jones-Cage*
College of the Sequoias, *Josh Muller*
Cal Poly Pomona, *Nicholas Von Glahn, Alejandro Morales, and Lori Barker*
Cal Poly San Luis Obispo, *Debra Valencia-Laver and Laura Freberg*
CSU Bakersfield, *Anne Duran*
CSU Channel Islands, *Beatrice de Oca and Christy Teranishi Martinez*
CSU Chico, *Lawrence Herringer*
CSU Dominguez Hills, *Mark Carrier and Carl Sneed*
CSU East Bay, *David Fencsik*
CSU Fresno, *Connie Jones and Robert Levine*
CSU Fullerton, *Melinda Blackman and Pamela Oliver*
CSU Long Beach, *Christopher Warren*
CSU Los Angeles, *Gaithri Ann Fernando*

CSU Monterey Bay, *Jill Yamasbata and Jennifer Dyer-Seymour*
 CSU Northridge, *Jill Quilici and Adele Eskeles Gottfried*
 CSU Sacramento, *Rebecca Cameron and Larry Meyers*
 CSU San Bernardino, *Eugene Wong*
 CSU San Marcos, *Sharon Hamill and Heike Mahler*
 CSU Stanislaus, *Kurt Baker*
 Cerritos College, *Kimberly Duff*
 Chapman University, *David Frederick*
 Claremont Graduate University, *Dale Berger and Stewart Donaldson*
 Claremont McKenna College, *Ronald Riggio*
 Coastline Community College, *Erin Johnson*
 Concordia University, *Jane Graves Smith*
 Crafton Hills College, *T.L. Brink*
 Dominican University of California, *Benjamin Rosenberg and Joshua Jordan*
 El Camino College, *Renee Galbavy*
 Foothill College, *Eta Lin*
 Fresno City College, *Rebecca Slaton*
 Fresno Pacific University, *Elizabeth Lake and James Van Slyke*
 Fullerton College, *Brian Lopez*
 Gonzaga University, *Sarah Arpin*
 Grossmont College, *Amy Ramos*
 Hartell College, *Alicia Edelen*
 Holy Names University, *Martin Lampert*
 Humboldt State University, *Mari Sanchez and Melinda Myers*
 Irvine Valley College, *Kari Tucker*
 John F. Kennedy University, *Steven Del Chiaro*
 Las Positas College, *John Ruys*
 La Sierra University, *Paul Mallery*
 Loma Linda University, *Kelly Morton*
 Loyola Marymount University, *Kayoko Okada*
 Mills College, *Dean Morier*
 Mount Saint Mary's University, *Dolly Rojo*
 Mt. San Antonio College, *Stacy Bacigalupi*

National University, *Tom Steiner*
 Northwest University, *Jennifer Harris*
 Occidental College, *Nancy Dess*
 Pacific Union College, *James Cephas*
 Palo Alto University, *James Breckenridge and Lisa Brown*
 Pepperdine University, *Khanh Bui*
 Pomona College, *Richard S. Lewis*
 Point Loma Nazarene University, *Kim Schaeffer*
 Saddleback College, *J. Kris Leppien-Christensen*
 Saint Mary's College, *Elena Escalera*
 San Bernadino Valley College, *Sandra Moore*
 San Diego Mesa College, *Jaye Van Kirk*
 San Diego State University, *Allison Vaughn and Elizabeth Cordero*
 San José State University, *Mark Van Selst and Camille Johnson*
 Santa Ana College, *Jeffrey Pedroza*
 Santa Clara University, *Birgit Koopmann-Holm*
 Santa Monica College, *Lisa Farwell*
 Santiago Canyon College, *Cari Cannon*
 Scripps College, *Amy Marcus-Newhall*
 Soka University of America, *Esther Chang*
 Solano Community College, *Sabine Bolz*
 Sonoma State University, *Heather Smith and Maria Hess*
 Stanford University, *Philip G. Zimbardo*
 Taft College, *Michelle Oja*
 The Wright Institute, *Sydney Yoo*
 University of La Verne, *Glenn Gamst*
 University of Redlands, *Anna Napoli*
 University of San Diego, *Annette Taylor*
 University of the Pacific, *Gary Howells*
 UC Davis, *Shelley Blozis*
 UC Irvine, *Peter Ditto*
 UC Los Angeles, *Elizabeth Bjork*
 UC Merced, *Ross Avilla*

UC Riverside, *Annie Stanfield Ditta and Howard Friedman*

UC San Francisco, *Annesa Flentje*

UC Santa Cruz, *Benjamin Storm*

University of San Diego, *Michael Ichiyama*

University of San Francisco, *Ben Levy*

University of Southern California, *Richard John*

Westmont College, *Steven A. Rogers*

Whittier College, *Ayesha Shaikh and Lorinda Camparo*

Woodbury University, *Joye Swan*

Yuba College, *Lisa Jensen-Martin*

Hawaii

Brigham Young University-Hawaii, *Jess Koblert*

Chaminade University, *Darren Iwamoto*

Hawaii Pacific University, *Brian Metcalf*

University of Hawaii, Hilo, *Eric Heuer*

University of Hawaii, Manoa, *Charlene Baker*

University of Hawaii, West Oahu, *Richard Langford*

Idaho

Lewis-Clark State College, *Rachelle Gentbos*

Idaho State University, *Xiaomeng (Mona) Xu*

Northwest Nazarene University, *Elizabeth List*

Montana

Flathead Valley Community College, *Leanne Parker*

Montana State University, *Fred W. Whitford*

University of Montana, Missoula, *Christine Fiore*

Western Montana College, *Mark H. Krank*

Nevada

College of Southern Nevada, Charleston Campus, *Stephen Tracy*

Nevada State College, *Laura Naumann*

Sierra Nevada College, *Christina Frederick*

Truckee Meadows Community College, *Haley Orthel-Clark*

University of Nevada Las Vegas, *Kimberly Barchard*

University of Nevada Reno, *Melanie Duckworth and Colleen Murray*

University of Phoenix, Las Vegas, *Craig Childress*

Western Nevada College, *Rebecca Bevans*

New Mexico

New Mexico Highlands University, *Lara Heflin and David Pan*

New Mexico State University, *Marina Abalakin and Walter Stephan*

Eastern New Mexico University, *Leslie Gill*

Western New Mexico University, *Mark Chu*

Oregon

Central Oregon Community College, *Matthew Novak*

Concordia University, *Jane Smith*

George Fox University, *Chris Koch*

Lane Community College, *Eric Kim*

Lewis & Clark College, *Erik Nilsen*

Oregon Health Sciences University, *Hill Taylor*

Oregon Institute of Technology, *Alisbia Huntton*

Oregon State University, *Kathleen Bogart*

Pacific University, *Erica Kleinknecht, Heide Island, and Paul Michael*

Portland Community College, *Vivian McCann*

Southern Oregon University, *Mary Russell-Miller*

University of Portland, *Deana Julka and Andrew Downs*

Umpqua Community College, *Robert Johnson*

Western Oregon University, *Lauren Roscoe*

Willamette University, *Erik Nofle*

Saskatchewan

University of Saskatchewan, *Jim Cheesman*

Utah

Dixie State University, *Kristine Olson*

Utah State University, *Scott Bates*

Utah State University Eastern, *Heath Earl*

Weber State University, *Aaron Ashley*

Washington

Bellevue College, *Dennis Wanamaker*

Central Washington University, *Susan D. Lonborg and Wendy A. Williams*

Clark College, *Mika Maruyama*
Columbia Basin College, *Adam Austin*
Eastern Washington University, *Phil Watkins*
Everett Community College, *Diane Simpson Brown*
Highline College, *Sue Frantz*
Pacific Lutheran University, *Wendy Shore, Jon Grabe and Tiffany Airtime*
Pierce College, *Leon Khalsa*
Saint Martin's University, *Jeremy Newton*
Seattle Pacific University, *Lynette Bikos*
Seattle University, *Le Xuan Hy*
South Puget Sound Community College, *April Kindrick*
Tacoma Community College, *Pamela Costa*
The Evergreen State College, *Carrie M. Margolin*
University of Puget Sound, *Sarah Moore*
University of Washington, Tacoma, *Leighann Chaffee*
Washington State University, *Donelle Posey*
Wenatchee Valley College, *J'Lene George*
Western Washington University, *Ira Hyman*
Whitworth College, *Patricia Bruininks*
Yakima Valley Community College, *Heidi Shaw*

Online

Purdue University Global, *Edward Cumellaremy Newton*

WPA AWARD HISTORY

WPA Outstanding Teaching Award

1993	Ronald E. Riggio
1994	Harvey Wichman
1995	Philip G. Zimbardo
1996	Robert J. Pellegrini
1997	Dale E. Berger
1998	Jeffery Scott Mio
2000	Howard Friedman
2001	Kevin Jordan
2002	Diane F. Halpern
2003	Ann Ewing
2004	Lisa Gray-Shellberg
2005	Lori Barker-Hackett
2006	Mary J. Allen
2007	Robert Levine
2008	Christina Maslach
2009	Robert B. Cialdini
2010	Allen Gottfried
2011	Mark A. Costanzo
2012	Jodie B. Ullman
2013	Melinda Blackman
2014	Eugene Wong
2015	Terry A. Cronan
2016	Heidi R. Riggio
2017	Kimberley Duff
2018	Leslie Martin
2019	Daniel A. Krauss
2020	George Slavich
2021	Christopher Aberson

2022 Alyson Burns-Glover

2023 Erica Kleinknecht

WPA Early Career Research Award

1993	Diane M. Mackie
1994	Brett M. Pelham
1995	Jeansok J. Kim
1996	Ellen Skinner
1997	Thomas Bradbury
1998	Michael A. Webster
2001	Stewart I. Donaldson
2002	Dacher Keltner
2003	James Gross
2004	Joan S. Tucker
2005	P. Wesley Schultz
2006	Bradley Donohue
2007	Shana Levin
2008	No Award
2009	James C. Kaufman
2010	Daniel Krauss
2011	Jason F. Reimer
2012	George M. Slavich
2013	Bettina J. Casad
2014	Jason T. Siegel
2015	Jason Holland
2016	Cameron Neece
2017	Stacey Doan
2018	Allison Vaughn
2019	Daniel Nelson Jones

2021	Birgit Koopmann-Holm
2022	Tristen Inagaki
2023	Jacob Jones

WPA Distinguished Service Award

1993	Joseph D. Matarazzo
1994	Robert A. Hicks
1995	Donald E. Pannen
1996	Lisa Gray-Shellberg
1998	Cheryl L. Spinweber
1999	Richard F. Thompson
2000	Mary J. Allen
2003	Robert L. Solso
2004	Philip G. Zimbardo
2005	Leona Aiken
2006	Ann Ewing
2007	Gordon Bower
2008	Beth Rienzi
2009	Carrie M. Margolin
2010	Dale E. Berger
2011	Diane F. Halpern
2012	Ronald E. Riggio
2013	Jeffery Scott Mio
2014	Delia S. Saenz
2015	Heidi R. Riggio
2016	Anne Duran
2017	Jodie Ullman
2018	P. Chris Cozby
2019	Alyson Burns-Glover
2020	Shari Young Kuchenbecker
2021	Terry Cronan
2022	Jerry Rudmann
2023	J. Kris Leppien-Christensen

WPA Lifetime Achievement Award

1996	M. Brewster Smith
2001	Theodore Sarbin
2002	Harold H. Kelley
2003	Albert Bandura
2004	Eleanor Maccoby
2005	Joseph Matarazzo
2006	James McGaugh
2007	Irwin Sarason
2008	Richard Thompson
2009	Robert Rosenthal
2010	Philip G. Zimbardo
2011	Gordon Bower
2012	Barbara Tabachnick
2013	Elliot Aronson
2014	Stanley Sue
2015	Peter Bentler
2016	Robert Cialdini
2017	Shelley E. Taylor
2018	Elizabeth Loftus
2018	Christina Maslach
2019	Diane Halpern
2020	Robert Levine
2021	Robert and Elizabeth Bjork
2022	Jodie Ullman
2023	P. Chris Cozby

WPA Special Awards

1994	Jerry L. Johnson
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WPA Social Responsibility Award

2007	Vickie Mays
2008	Nancy Segal

2009	Stuart Oskamp
2010	Elizabeth Klonoff
2011	Adele Eskeles Gottfried
2013	Anthony Biglan
2014	Allen M. Omoto
2015	Dacher Keltner
2016	Roxane Cohen Silver
2017	William Crano
2018	Stewart I. Donaldson
2019	Jason T. Siegel
2020	Stanley Sue
2020	Christopher J. Koch
2021	Delia Saenz
2022	Sue Kapitanoff

Enrico E. Jones Award	
2009	William Lamb
2010	Wei-Chin Hwang
2011	George M. Slavich
2012	Jeffrey J. Wood
2013	Shannon Dorsey
2014	Michael Twohig
2015	Joyce P. Chu
2016	Joshua Swift
2017	Michael Levin
2019	David Kealy
2020	Tiffany M. Artime
2022	Matthew Yalch
2023	Liz McConnell

WPA 2023 AWARDEES

PROFESSIONAL AWARDS

Early Career Research Award

Jacob Jones, California State University, San Bernardino

WPA Enrico E. Jones Award for Research in Psychotherapy and Clinical Psychology

Liz McConnell, Palo Alto University

Outstanding Teaching Award

Erica Kleinknecht, Pacific University

Distinguished Service Award

J. Kris Leppien-Christensen, Saddleback College

WPA Lifetime Achievement Award

Paul Christopher Cozby, California State University, Fullerton

STUDENT AWARDS

Robert L. Solso Research Awards

Leah E Ferguson, University of California, Riverside

Jayla Edwards, California State University, Los Angeles

Neil Lopez, University of California, Riverside

Christina Maslach-Philip Zimbardo Research Awards in Social Psychology

Jeanie Cox, Whittier College

Francisco Hernandez, California State University, Long Beach

Steven Underleider Graduate Research Award

Rosalva Mejia, Loma Linda University

Barbara Tabachnick Award for Outstanding Application of Quantitative Methods

Yeng Vue, California State University, Long Beach

TRAVEL SCHOLARSHIP AWARDS

Nataly Castro, California State University, Los Angeles
Taylor Duffy, California State University, Dominguez Hills
Kiyana Eshai, Loma Linda University
Daniel Franz, Loma Linda University
Destiny Gilliland, California State University, Long Beach
Pooja Kylasa, California State University, Los Angeles
Britney Luu, San Diego State University
Aisha Malik, University of California, Irvine
McKenna Morgan, Iowa State University
Wesley Romer, University of San Francisco
Emma Rosas, California State University Long Beach
George Santos-Garcia, California State University, Los Angeles
April Vollmer, Northern Arizona University
Kailey Waller, California State University, Long Beach
Casandra Weber, Oregon State University
Dongbowei Zhang, San Diego State University

WPA SCHOLARSHIP FUND CONTRIBUTIONS

We sincerely thank everyone listed below for their generous contributions to the Student Travel Scholarships. These funds help our next generation of scientists make their start in our discipline. This list includes donations received by March 31, 2023

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WPA CONVENTION INFORMATION & POLICIES

REGISTRATION

The Convention is open to anyone who has paid the appropriate registration fee.

The registration fees are as follows:

Registration Fees (Within 30 days of the convention)

	Fee	Go Green Discount*
Professional	\$160	\$155
Non Professional	\$250	\$200
Student	\$140	\$135

*By forgoing a printed program you get a \$5 discount.

Non-Professional Spouse/Partner of WPA Participant (not for presenters or co-authors) Same as registered partner/spouse. Can only be registered on site.

Two hour temporary Registration for Family Members and can only be registered on site. \$25

On-site Registration Hours

Wednesday	4 pm - 8 pm
Thursday	7 am - 6 pm
Friday	7 am - 7 pm
Saturday	7 am - 5 pm
Sunday	7:30 am - 10:30 am

CODE OF CONDUCT

The purpose of this WPA code of conduct is to promote a healthy, safe, and enjoyable educational experience for all WPA convention attendees, and to encourage attendees to maintain the highest standards of professionalism while attending the convention. If WPA staff, officers, or representatives from the convention

venue, should feel there are violations of the code of conduct, appropriate action may be taken, such as removal from any event, or restrictions on attending future conventions or activities.

You are expected to:

- Show dedication to the educational nature and program time lines laid out in the convention submission requirements and guidelines.
- Present the most contemporary literature and data appropriate to professional standards, and avoid all forms of plagiarism or misrepresentation of data.
- Approach topics and colleagues with respect for diversity in all its forms.
- Avoid disruptive, inappropriate, and harassing behavior both inside and outside all convention events (i.e., presentations, sessions, dances, other social events). This includes sexual harassment, such as unwelcome sexual flirtations or advances, and unwelcome comments or physical actions of a sexual nature.

CONVERSATION HOURS

The WPA student representatives have scheduled conversation hours following some of the presentations. Please join your colleagues for stimulating discussions with our speakers. Thanks to Dale Berger and the WPA Student Council for organizing the conversation hours.

CONVENTION POLICIES

Identification Badges

Identification badges will be available for those who have pre-registered at the registration booth upon arrival at the convention. Persons who choose to wait to register at the convention will receive a badge after they have paid their registration fee and verified that they are vaccinated. We request that you wear your badge at all times because only persons who have registered for the convention will be admitted to any of the scheduled programs or activities.

Additional Programs

Additional copies of the program may be purchased for \$10 until our limited supply of extra copies is exhausted.

Smoking Policy

Smoking is not permitted in the convention center or conference rooms.

Exhibitors

Exhibits are located in the Exhibit Hall and will be open on Thursday, Friday, and Saturday. Our exhibitors provide substantial support for the convention, and the best way to say thank you is visit with them.

FUTURE WPA CONVENTIONS

2024	104 th WPA Convention San Francisco, CA April 24 - 28
2025	105 th WPA Convention Las Vegas, NV May 1 - 4
2026	106 th WPA Convention Tacoma, Washington April 30 - May 3

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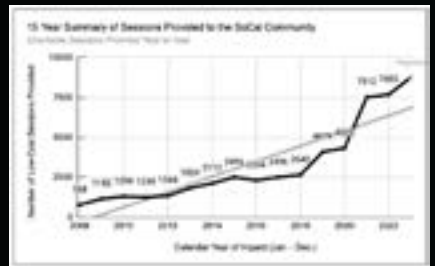




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A CONVERSATION HOUR

Belinda Campos

Thursday 2:00 – 3:00

Meeting Room 2

Joan Chiao

Friday 1:30 – 2:30

Meeting Room 1

Hector Betancourt

Friday 11:15 pm - 12:15 pm

Raincross E&B

WEDNESDAY, APRIL 26

WPA TEACHING CONFERENCE

Meeting Room 8/9/10

8:30 AM Check-In & Registration

9 AM Welcome & Introduction

9:15 AM EDUCATORS WITHOUT BORDERS: INTERDISCIPLINARY
APPROACHES TO INCREASING EQUITY IN HIGHER
EDUCATION Gaithri Ann Fernando, Corin L. Bowen, Jessica
Morales-Chicas, Mabel C. Sanchez, & Tina Salmassi (California State
University, Los Angeles)

Continuing Education Available

Interdisciplinarity, or the integration of typically disparate disciplines around a single topic or problem, is an increasingly popular approach in education. Successful use of this approach to foster problem-solving and lasting learning requires interaction that goes deeper than surface-level inclusion of content from multiple disciplines; it requires critical reflection on how learning is approached, why that is the case, and who has the power to make critical decisions about the process. Then, most importantly, it requires critical discussion on these questions between parties for mutual growth through analysis of the educational systems within which we, as teachers and researchers, operate and hold power. Such discussions become even more crucial when our primary stakeholders are minoritized college students, which is the case at Cal State LA. This panel will discuss interdisciplinary

approaches to reflective teaching, increasing equity, and supporting first-generation and minoritized students as they work towards achieving their dream of a college education.

Digging below the surface of the issue of teaching minoritized college students, critical questioning leads us to a larger debate: what is the fundamental purpose of higher education? The purpose of this panel is to deepen reflection in this area by using our diverse experiences (disciplinary as well as strategic) of increasing equity in our classrooms. While the liberal educational approach of some of the social sciences offer fields like engineering necessary reframing of the purpose of education, it is also true that, within a political system that treats higher education as an investment, financial return on investment is necessary for all graduates, including those earning degrees in the social sciences.

An equity-focused project funded by the Howard Hughes Medical Institute (HHMI) at Cal State LA takes a critical approach to the analysis of the system of STEM and other higher education programs, challenging dominant narratives by raising questions about systemic inequities and challenging structures of power within the system. HHMI is a collaborative project that moves towards holistic, inclusive, and humanizing educational approaches. A strength in its formulation is its interdisciplinary approach: researchers on the project come from disciplinary traditions as diverse as psychology, engineering, business, biology, chemistry, Chicano/Latinx Studies, and others. Coupled with our critical framing, the interdisciplinarity of our team allows for collaborative analysis of our educational system in ways that challenge structural and cultural oppression. Through case examples and panel discussion, this panel will highlight how different fields can push the boundaries of each other's pedagogy and analyses. Thus, we argue that interdisciplinary dialogue can be a powerful tool to support first-generation and other minoritized students in higher education.

The interdisciplinary team consisted of Corin L. Bowen (Engineering Ed), Corinne A. Bower (Psych), Gaithri Fernando (Psych), Michael Joseph (Kin), Jessica Morales-Chicas (Child Dev), Tina Salmassi (Bio), Mabel Sanchez (MGMT), Olaseni Sode (Chem), Yvette Z. Szabo (Psych), & Valerie Talavera-Bustillos (Chicana & Latina Stud)

Biographies:

Dr. Tina Salmassi is a professor of Biological Sciences at California

State University, Los Angeles. With a background in environmental engineering science (Caltech, Ph.D. 2001) and film (AFI DWW 2010, CSUN MFA 2018), she leverages her perspective from both the sciences and the arts to inform her role in the classroom and community. As the current acting director of the Inclusive Excellence grant awarded by the Howard Hughes Medical Institute, she leads efforts to catalyze campus culture change around diversity, equity, and inclusion.

Dr. Gaithri Fernando is a (recently retired) professor of psychology at California State University, Los Angeles, and a licensed clinical psychologist in the State of California. One area of her research is equity in higher education, and she is currently a team member on a project focused on equity, funded by the Howard Hughes Medical Institute (HHMI). She teaches a wide range of undergraduate and graduate courses.

Dr. Corin (Corey) Bowen is an assistant professor of Engineering Education, housed in the Department of Civil Engineering at California State University, Los Angeles. Her engineering education research focuses on structural oppression in engineering systems, organizing for equitable change, and developing an agenda of Engineering for the Common Good. Corey conferred her Ph.D. in aerospace engineering from the University of Michigan - Ann Arbor; her thesis included both technical and educational research.

Dr. Mabel Sanchez is an assistant professor of Organizational Behavior at California State University, Los Angeles. She has worked in government, non-profit, and the private sectors. She is committed to community-based research to promote social justice. Dr. Sanchez's research focuses on intersectionality and power within corporations, including intersections of social responsibility, diversity, equity, and inclusion.

10:45 AM Break

11:00 AM STRATEGIES FOR INCORPORATING DIVERSITY INTO YOUR PSYCHOLOGY COURSES (Sophie Tanaka, University of California, Los Angeles)

Continuing Education Available

This presentation aims to provide educators with practical tools and techniques to integrate diversity, equity, and inclusion (D.E.I.) in their psychology courses. We will cover the importance of centering equity in psychology classrooms, the challenges and benefits of incorporating D.E.I. into course content, and evidence-based strategies for creating an inclusive classroom environment. In addition, we will engage in discussions and small group activities to explore ways to integrate diverse perspectives, experiences, and identities into our current course design, materials, and teaching pedagogies

Sophie (Mako) Tanaka, M.A., is a diversity scientist and psychology educator at the University of California, Los Angeles (UCLA). With a research focus on the social psychological mechanisms that shape people's support for diversity and inclusion policies, Mako is dedicated to advancing the goal of a fairer and more inclusive society. Additionally, as an upcoming professor at Saddleback College, Mako will leverage her position in the classroom to promote DEI initiatives and create a more welcoming and inclusive academic environment.

12:00 PM Lunch generously provided by MacMillan Learning!

1:30 PM Informed Teaching Practices to Support Equitable Learning (Violet Cheung-Blunden, Aline Hitti, & Ben Levy, University of San Francisco)

Continuing Education Available

An overview of three teaching interventions aimed to address student needs during the COVID-19 pandemic and support both equitable practice and improved collaboration between faculty and students.

Implementing Labor-Based Grading Contracts in Psychology Classes

The first project examined student experiences with labor-based grading contracts implemented in five different upper division psychology courses during the pandemic. Emerging research from the field of rhetoric suggests that traditional grading systems in higher education focus on comparing students against each other and to an “established standard” that reflects institutional racism and status quo (Inoue, 2019). In contrast, grading contracts emphasize the quantity of labor required for each student to achieve the desired academic product, and may be a useful tool to improve educational equity among diverse and under-represented minority (i.e., Black, Latinx, Native American, and Pacific Islander undergraduates). Data were collected

from $N = 53$ students in the 2021 Spring semester using a voluntary program evaluation survey administered after courses were concluded and grades were submitted. Nonparametric Mann-Whitney U tests of differences were conducted to compare responses of underrepresented minority (URM) and White students. Preliminary findings showed that on average, students found grading contracts to be acceptable, feasible, and appropriate as assessed by implementation science measures. Compared to White students, URM students were more likely to report that grading contracts contributed to learning ($U = 59$, $p < .10$) and that the grading contract was fair ($U = 41.5$, $p < .05$). Our initial findings suggest that labor-based grading contracts may be used as an alternative evaluation tool to traditional grading assessments, and may be particularly helpful for URM college students.

Student Perspectives on Diversity Equity and Inclusion in Psychology Courses

The second project surveyed psychology undergraduate students ($N = 369$, 76% BIPOC students) to learn about their perception of diversity, equity, and inclusion (DEI) in the psychology curriculum and specifically, their perspectives on how the curriculum addresses racial/ethnic diversity. Given that the pandemic further highlighted social inequalities, the survey examined what aspects of DEI we could improve on within our curriculum. While perceptions of BIPOC and non-BIPOC students differed in how White faculty address DEI in course curricula ($p < .001$), for the most part BIPOC students and non-BIPOC students had similar concerns and suggestions for improvement about the curriculum. Forty-one percent of respondents offered solutions for improving the curriculum to address diversity, equity and inclusion. Solutions included offering more diversity courses (e.g., African American Psychology), research examples from diverse populations, and addressing the Whiteness of psychology (41%), having more BIPOC faculty (20%), allowing BIPOC students to contribute to class discussions (11%), and hosting more departmental events to support these discussions and BIPOC students (11%). Other findings highlight the need for more equitable assessment tools, such as grading contracts. In addition, these findings will be discussed with respect to ongoing efforts to diversify the field of psychology and resources to support anti-bias curriculum.

Implication of “Big Burning Questions” (BBQ) Intervention

The third project focused on faculty experience, caught in the untenable position of implementing flexible teaching practices and

isolation during the COVID-19 pandemic. The intervention - the “Big Burning Questions (BBQ)” series - allowed fast information sharing among the departmental colleagues about what faculty wanted to discuss and learn about with respect to teaching practices. Longitudinal data were collected from faculty, highlighting a story of resilience despite the unprecedented challenges to teaching. Findings include common questions asked among faculty, as well as how participation in this confidential information sharing was associated with more flexible teaching practices, increased self-efficacy, and increased sense of belonging to the institution.

Authors:

Implementing labor-based grading contracts in psychology classes - Joyce P. Yang, Ben J. Levy, Sally Tang, J. Garrett Walker, & Matt Capriotti (University of San Francisco, University of Toronto, San Jose State University)

Student perspectives on diversity equity and inclusion in psychology courses - Aline Hitti, Joyce P. Yang, John Pérez, Ben J. Levy & Edward Munnich (University of San Francisco)

Implication of “Big Burning Questions” (BBQ) Intervention - Violet Cheung-Blunden, Aline Hitti, Mark Bauermeister, Maria Cristina Samaco-Zamora & Saralyn Ruff (University of San Francisco)

Biographies:

Dr. Violet Cheung-Blunden is a professor in the department of psychology at the University of San Francisco and the past president of Division 48 of the American Psychological Association. She has studied mass emotion and public sentiment in a range of risk landscapes, including 9/11, cyber insecurity, the migrant crisis, and the COVID-19 pandemic. She also uses big data analytic tools to examine public sentiments on social media. Her first-author publications appeared in journals such as *Political Psychology*, *Emotion*, and *Current Opinion in Psychology*.

Dr. Aline Hitti is an assistant professor in the Psychology Department at the University of San Francisco. Her research focuses on children's and adolescents' social cognitive and moral development in intergroup contexts. She has authored and co-authored several chapters on social exclusion and intergroup peer relations, highlighting how morality is applied in these social contexts and across development. Her

research has been funded by grants from the Society for Research on Adolescence (SRA) and the Society for the Psychological Study of Social Issues (SPSSI). Publications of her work can be found in several journals, including *Child Development*, *Social Development*, *Journal of Educational Psychology*, and *Developmental Psychology*.

Dr. Ben Levy is an associate professor in the Psychology Department at the University of San Francisco. His research focuses on memory and cognitive control, using both behavioral and neuroscience methods. His current research focuses on how attempts to suppress unwanted thoughts impact memory. He is also active in the open science movement, working to find ways to reform and improve psychological research.

3:00 PM Break

3:15 PM Challenging Cherished (but Inequitable) Beliefs in the Classroom
(Heidi R. Riggio, California State University, Los Angeles)

Continuing Education Available

Cherished beliefs are those that we hold dear, especially when they are linked with our social group memberships and in turn, our social identities, self-concept, and self-esteem. Such beliefs are typically long-lasting, predictive of behavior, and resistant to change. Unfortunately, many beliefs that are cherished are based on magical beliefs, including religious ideology; and are linked to oppressing others, including women, LGBTQ+ individuals, and members of outgroups. Like people all over the world across history, our students enter higher education with many such beliefs that are strongly linked to their identities. Some might argue that such beliefs should not be challenged, but improving the well-being of humankind cannot be accomplished without it. How can faculty address such beliefs in the classroom, while maintaining a welcoming learning environment and cohesive student group? Ideas about cherished beliefs and addressing them within course content are introduced.

Biography:

Heidi R. Riggio is a social psychologist and Professor of Psychology at California State University, Los Angeles. She has taught at various colleges and universities in Southern California beginning in 1996. She is the author of over 30 journal articles and book chapters, focusing on various areas including adult family relationships, sibling relationships,



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parental marital conflict and divorce, relationship attitudes and their strength, sexuality, religiosity, cognitive biases, and political attitudes. Her first book, *Sex and Gender: A Biopsychological Approach* was published in 2021 by Routledge. She is also the author of other teaching materials, including a student workbook on critical thinking (with Diane Halpern). She is a third-term Senator in the Academic Senate of the CSU (ASCSU). She is the winner of the Outstanding Teaching and Distinguished Service Awards from the Western Psychological Association (WPA), and winner of the Outstanding Professor Award at Cal State LA. She is a past President of WPA and has served as Program Chair of the annual meeting in 2011 and 2019.

4:45 PM

Closing & Evaluations



YOU ARE INVITED

WPA Welcome Reception & Social Hour

Thursday, April 28

5:30 - 6:30 PM

Upper Concourse

WPA Social Hour & Reception

Friday, April 29

6:00 - 7:00 PM

Upper Concourse

THURSDAY, APRIL 27

SYMPOSIUM

08:00 AM - 09:14 AM Raincross Ballroom A&D

FACTORS AFFECTING PHYSICAL AND MENTAL HEALTH IN INDIVIDUALS WITH SCHIZOPHRENIA

Chair: Colleen Brenner (Loma Linda University)

The mental and physical health symptoms experienced by those with schizophrenia pose a unique set of challenges for patients, family members and physicians.

This symposium focuses on the interaction of mental and physical health in this population, and presents findings from the electrophysiological, physiological, lifestyle and social factors that patients on the schizophrenia spectrum. These complex interactions between broader societal and lifestyle factors influencing health behaviors in people on the schizophrenia spectrum can directly impact their physical and neural health. This symposium presents findings from several different perspectives on mental and physical health care along the schizophrenia spectrum, highlighting the unique circumstances affecting holistic care moving forward.

NEURAL ENTRAINMENT IN SCHIZOPHRENIA SPECTRUM DISORDERS Colleen A. Brenner, Loma Linda University

METABOLIC PREDICTORS OF INFLAMMATION OVER TIME IN SCHIZOPHRENIA Daniel Franz, Loma Linda University

HEALTH BEHAVIOR PROMOTION FOR YOUTH AT CLINICAL HIGH RISK FOR PSYCHOSIS Bernalyn Ruiz-Yu & Carrie E. Bearden, University of California Los Angeles Semel Institute for Neuroscience and Human Behavior

SOCIETAL FACTORS CONVEYING RISK FOR PSYCHOSIS AMONG
MARGINALIZED GROUPS AND FACTORS INFLUENCING THE RECEIPT
OF CARE Jason Schiffman, University of California, Irvine

POSTER SESSION 1

08:00 AM - 09:15 AM Exhibition Hall A/B

HUMAN AND ANIMAL LEARNING

I-1 MISINFORMATION EFFECT IN EYEWITNESS TESTIMONY

Emily Combs, Monica Aguayo, Jill Yamashita (California State University, Monterey Bay)

I-2 DO LARGE FONTS PROMOTE OVERCONFIDENCE IN WORD LEARNING?

Kate Griffin, McKenna Anderson, Chloe Morrison, Patti Simone, Lisa Whitfield (Santa Clara University)

I-3 THE EFFECT OF THE INTERNET ON THE SERIAL ORDER EFFECT IN IDEA GENERATION

Mercedes Oliva, Monica Fonseca-Vega, Kiara Machado, Charity Majusiak, Benjamin Storm (UC Santa Cruz)

I-4 THE EFFECTS OF PHYSICAL EFFORT ON WORKING MEMORY ENCODING

Li Yang, Hyung-Bum Park (University of California, Riverside)

I-5 RECOGNITION OF COLOR AND BLACK-AND-WHITE IMAGES

Monica Aguayo, Jill Yamashita (California State University of Monterey Bay)

I-6 REDDITOR ATTITUDES TOWARD APPLIED BEHAVIOR ANALYSIS: COMPARING INDIVIDUALS WITH ASD, PARENTS, AND PROFESSIONALS

Hailey Bram, Vivienne Voisin, Dave Whitney (California State University, Long Beach)

I-7 VOLITIONAL MULTITASKING: WHEN DO WE PAUSE THE VIDEO?

¹Alejandra Zuniga, ²Emily Vallejo, ¹Danielle Troxel, ¹Alexandra Morrison (¹California State University, Sacramento, ²Sacramento State University)

1-8 WHAT'S THE "SECRET SAUCE" FOR GETTING STUDENTS TO READ INSTRUCTIONS?

Liana Korotzer, Ariana Chavez-Magana, Teresa Contino, Jovanna Solomon, Patti Simone, Lisa Whitfield (Santa Clara University)

1-9 DO LAPSES IN TEXT COHERENCE IN INSTRUCTIONAL LESSONS CONTRIBUTE TO STUDENTS' MIND WANDERING?

Shanthi Kuppa, Keeshia Kamura, Celeste Pilegard (University of California, San Diego)

1-10 REMINISCING AND RECOLLECTION AFTER INFORMAL LEARNING AT AN AQUARIUM

Claudine Maloles, Natalie George, Savannah Neves, Kim Kelly (California State University, Long Beach)

1-11 THINKING FIRST VERSUS GOOGLING FIRST: PREFERENCES AND CONSEQUENCES

Lale Kacharian, Rita Keushkerian, Saskia Giebl, Elizabeth Ligon Bjork, Robert Bjork (University of California, Los Angeles)

1-12 APHANTASIA: SPATIAL, VISUAL, AND EPISODIC MEMORY

Blake Christensen, David Maxwell (Utah Valley University)

1-13 CLASSROOM STUDY ON CHANGING AGEIST BELIEFS IN INTERGENERATIONAL COURSE TITLED "EFFECTIVE LEARNING ACROSS THE LIFESPAN"

¹Sharda Umanath, ²Jennifer Coane, Kathrine Whitman, ³Emily Langston (¹Claremont McKenna College, ²Colby College, ³Florida State University)

1-14 BENEFITS OF BRIEF MEMORY STRATEGY INSTRUCTION WITH GOAL-SETTING AND POSITIVE FEEDBACK

¹Mercedes Ball, ²Angel Zhong, ²Emma Garber, ²Devin Thompson, ³Carla Strickland-Hughes (¹Purdue University, ²University of the Pacific)

1-15 THE METACOGNITIVE NUANCES OF "I DON'T KNOW" AND "I DON'T REMEMBER" JUDGMENTS

Anna Bullock, Dana-Lis Bittner (University of California, Santa Cruz)

1-16 WHY REMEMBER ACROSS CULTURES? SELF-CONSTRUAL VALUES PREDICT DIFFERENCES IN THE FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY

Shiyu Yang, Nicole Alea Albada, Lexi Philips (University of California, Santa Barbara)

1-17 MULTITASKING AND WORKING MEMORY DIFFERENCES
BETWEEN BILINGUAL AND MONOLINGUAL SPEAKERS

Paige Travis, Katherine Rollins, Susan Beers (California State University, Channel Islands)

1-18 “TODAY WAS EPIC”: INVESTIGATING AUDIENCE-TUNING AND
SAYING-IS-BELIEVING EFFECTS IN THE CONTEXT OF SOCIAL MEDIA

Rushaad Mistry, Leandra Heyveld, Dana-Lis Bittner, Hunter Avilla, Simon Cushman (University of California, Santa Cruz)

1-19 THE EFFECTS OF COGNITIVE CONTROL ON MOTIVATED
FORGETTING

Kailee Kriesel, Andrea Sell (California Lutheran University)

1-20 EXAMINING THE RELATIONSHIP BETWEEN SLEEP QUALITY
AND MEMORY CONSOLIDATION IN OLDER ADULTS

Benjamin Fang, Erika Parab (University of California, Irvine)

1-21 THE EFFECT OF LUTEIN AND ZEAXANTHIN ON WORKING
MEMORY AND NEURAL PLASTICITY

Lauren Kelly, Fatima Botello, Carrera Grumling, Sophia Rabayda, Amelia Bermudez, Nicholas Davis, Steve Holloway (Arizona State University)

1-22 SNAP & WRITE: EXAMINING THE EFFECT OF TAKING PHOTOS
AND NOTES ON MEMORY FOR LECTURE CONTENT

¹Maribeth McCook, ²Julia Soares, ¹Annie Ditta (¹University of California, Riverside, ²Mississippi State University)

1-23 ARE HUMANS JUST AS IMPULSIVE AS NONHUMAN ANIMALS? AN
ATTEMPT TO DIRECTLY REPLICATE JIMURA ET AL. (2011)

Arely Saldana, Patrick Johnson (California State University, Chico)

1-24 HOW DOES DIVIDED ATTENTION AFFECT RECOLLECTION AND
FAMILIARITY FOR NATURALISTIC STIMULI?

Rhiannon Soriano Smith, Jackson Pelzner, Colleen Parks (University of Nevada, Las Vegas)

1-25 ARE THERE COGNITIVE LOAD BENEFITS WHILE STUDYING
WORKED EXAMPLES COLLABORATIVELY?

¹Crystal Woo, ¹Megan Imundo, ²Rebecca Adler, ¹Elizabeth Ligon Bjork (¹University of California, Los Angeles, ²Vanderbilt University)

1-26 INVESTIGATING THE INFLUENCE OF TEST FORMAT ON GROUP TESTING INTERACTIONS

Jocelyn Chin (University of California, Los Angeles)

1-27 OUTGROUP HOMOGENEITY FACILITATES THE GENERALIZATION OF THREAT ACROSS RACIAL OUTGROUPS

¹Julia Hopkins, ¹Arshiya Aggarwal, ¹Jar'Dawn Hopkins, ¹Liana Willis, ¹Dana Glenn, ¹Kalina Michalska, ²Nicholas Camp, ¹Brent Hughes (University of California, Riverside, ²University of Michigan)

1-28 STRENGTH OF CATEGORY AND RELATION ASSOCIATIONS DEPENDS ON THE FORMAT AND CONTEXT

Karishma Batra, Alex Pechersky, Lang Chen (Santa Clara University)

1-29 COLLECTIVE CHANGE: PERCEIVED DIFFERENCES IN COLLECTIVE REMEMBERING ACROSS TIME AND BETWEEN GENERATIONS

Claire Hou, Sharda Umanath (Claremont McKenna College)

1-30 HIGH WITHIN-TASK BUT LOW BETWEEN-TASK CONSISTENCY OF MEASURED THINKING STYLES IN CLASSICAL TRIAD AND NARRATIVE TASKS

John Miller, Karishma Batra (Santa Clara University)

1-31 FEEDBACK AND ERROR CORRECTION: THE OPTIMAL TIMING OF FEEDBACK DEPENDS ON RETRIEVAL SUCCESS

Jexy An Nepangue, Hannah Hausman (University of California, Santa Cruz)

1-32 EXAMINING THE EFFECTS OF WARNINGS, CHOOSING, AND PRE-IDENTIFICATION DESCRIPTIONS ON MEMORY DISTORTION **(AWARD WINNER)**

Jayla Edwards, Mitchell Eisen, Laura Huicoy, Teresa Virgen (California State University, Los Angeles)

1-33 FROM INACCESSIBILITY TO UNAVAILABILITY: PARTITIONING THE PHENOMENOLOGY OF KNOWLEDGE-BASED RETRIEVAL FAILURES IN YOUNGER AND OLDER ADULTS

¹Alexis Lee, ¹Aichatou Diaw, ²Jay Renaker, ³Jennifer Coane, ¹Sharda Umanath (¹Claremont McKenna College, ²Scripps College, ³Colby College)

1-34 CHANGING MOOD THROUGH AUTOBIOGRAPHICAL MEMORY
RETRIEVAL

Amanda Alvarado, Karl Oswald (California State University, Fresno)

1-35 LESSENING THE GAP: WORKED EXAMPLES, SELF-EXPLANATION,
AND METACOGNITION ACROSS LEVELS OF EXPERTISE IN MATH
LEARNING

Melanie Prieto (University of California, Santa Cruz)

1-36 SEMANTIC RELATEDNESS PROACTIVELY BOOSTS MEMORY AND
PROMOTES INTERDEPENDENCE ACROSS EPISODES

Jade Phong, Valency Jarvis, Rachel Saconi, Sadie Cooper, An Huynh, Angelo Lozano,
Luke Smith, Evan Schweitzer, Amanda Hill, Kelly Bennion, James Antony (California
Polytechnic State University, San Luis Obispo)

1-37 RELATIONSHIPS AMONG TIKTOK VIDEOS ENHANCES FREE
RECALL

Mia Venturini, Hector Reyes, Phinney Reckard, Auriol Bonney, Emilia Datuin,
Misty Diaz, Karla Espinoza, Christa Hudson, Jessica Shaver, Matthew Babb, Shreya
Deb, Cadince Fancher, Emily Schulze, Michelle Vu James Antony, Kelly Bennion
(California Polytechnic State University, San Luis Obispo)

1-38 MEMENTO MEMORY: EFFECTS OF NON-LINEAR NARRATIVE
STRUCTURES ON MEMORY

Angelo Lozano, Pahul Dhoat, Brigitte Kime, Auriol Bonney, Ashley Monteiro, Auriol
Bonney, Kelly Bennion, James Antony (California Polytechnic State University, San
Luis Obispo)

1-39 THE INFLUENCES OF MISINFORMATION, SLEEP-
CONSOLIDATION, AND CONFIDENCE ON MEMORY ACCURACY
(AWARD WINNER)

Wesley Romer, Marie Rylance, Michelene Virostek (University of San Francisco)

1-40 THE EFFECT OF REINFORCEMENT LEVEL IN CONCEPTUAL FEAR
ACQUISITION AND GENERALIZATION

Manish Kumar Asthana (Indian Institute of Technology Roorkee)

1-41 ARE 'BETTER POSTERS' ACTUALLY 'BETTER'? DETECTION OF
ERRORS IN TRADITIONAL VERSUS BETTER POSTERS

Bethany Yang, Megan Imundo, Elizabeth Ligon Bjork (University of California, Los
Angeles)

1-42 HARD WORK PAYS OFF: HOW EFFORT JUSTIFICATION AND THE ILLUSION OF CONTROL INTERSECT TO CHANGE THE PERCEIVED SUCCESS OF PURE CHANCE OUTCOMES

Ella Greenberg, Sam Patterson, Walter Lum (Whitman College)

1-43 HOW PRICE AND SHOW EXCLUSIVITY OF VIDEO STREAMING SERVICES INFLUENCE AUDIENCES' SUBSCRIPTION

Mint (Wenjun) Liu (University of Southern California)

1-44 THE IMPACT OF COCA-COLA'S ECO-FRIENDLY PACKAGING DESIGN ON PURCHASING BEHAVIOR

Felicity Lou, Mathew Curtis (University of Southern California)

1-45 A VISUAL WORKING MEMORY TEST OF THE BAYESIAN BRAIN HYPOTHESIS

Maria Guzman, Tiffany Leiterman, Roselyn Yee, Christian Yang, Marshall Monteil-Doucette, Blair Bauman, David Gerkens (California State University, Fullerton)

1-46 CAUSAL (EXPLANATORY) REASONING FOLLOWING AN ACHIEVEMENT SETBACK DURING MAJOR ACADEMIC TRANSITIONS

¹Robert Dryden, ¹Raymond Perry, ²Patti Parker, ³Jeremy M Hamm, ¹Judith Chipperfield, ¹Steve Hladkyj, ¹Dallas Murphy, ¹Darian Ahronson (¹University of Manitoba, ²Thompson Rivers University, ³North Dakota State University)

1-47 THE BRAIN IS (NOT) LIKE A MUSCLE: HIGH SCORING STUDENTS PREFER FIXED MINDSETS

Connor J. Anderson, Katrina Cloyes, Mary J. Miles, Sophie K. Murray, Alexandra N. Bitter, Max Butterfield (Point Loma Nazarene University)

1-48 INFLUENCE OF TIKTOK VIDEOS ON CALORIC FOOD INTAKE IN TEMPTING FOOD ENVIRONMENT

Amber Sawyer (Chico State University)

1-49 HOW MOBILE PHONE USE DISRUPTS SALUTARY EFFECTS OF PERCEIVED ACADEMIC CONTROL IN COMPETITIVE LEARNING ENVIRONMENTS

Darian Ahronson, Robert Dryden, Dallas Murphy, Raymond Perry, Judith Chipperfield, Steve Hladkyj (University of Manitoba)

1-50 MORAL EMOTIONS AND PSYCHOLOGICAL REACTANCE: THE EFFECT OF ELEVATION ON RESPONSES TO FREEDOM THREATS

¹Elana Antolin-Wilczek, ²Christopher Falco, ¹Caitlyn Perales, ³Tess Buckley, ¹Benjamin Rosenberg (¹Dominican University of California, ²Claremont Graduate University, ³Chapman University)

1-51 WHEN MOBILE PUSH COMES TO SHOVE: THE EFFECT OF PROMOTIONAL LANGUAGE AND EMOJIS ON MOBILE USERS' ATTITUDES

Tamara Amhaz (University of Southern California)

1-52 GENDER DIFFERENCES IN LIFE GOALS BEFORE AND DURING COVID-19

William de Melo, Ha Bui, Esther Chang, Miki Koyama, Sachie Yabe, Haruka Oshika (Soka University of America)

1-53 THE ROLE OF RACE ON SENSE OF BELONGING

Nahal Aslani, Amira Ibrahim (CSU Channel Islands)

1-54 STUDENT PERCEPTIONS OF FACULTY CULTURALLY AWARE MENTORING PREDICT SCIENCE IDENTITY

Olivia Mota Segura, Ivan Hernandez, Dustin Thoman (San Diego State University)

1-55 BEING PATIENT WITH BOREDOM: HOW IMPATIENT PEOPLE EXPERIENCE BOREDOM PHYSIOLOGICALLY

Seerat Kang, Ellie Kim, Jasmine Sekhon, Sarah Knapp, Kate Sweeny (University of California, Riverside)

1-56 EFFECTS OF PRIMING AN ACADEMIC AND ATHLETIC IDENTITY ON TASK PERSISTENCE

Stephanie Byers (Oregon State University)

1-57 EFFECT OF REPEATED 5-HT₆ RECEPTOR ACTIVATION ON BEHAVIORAL FLEXIBILITY

Dionisio Amodeo (California State University, San Bernardino)

1-58 ENDOCANNABINOID SIGNALING INFLUENCES THE DOPAMINERGIC SUBSTRATES OF COGNITIVE FLEXIBILITY

¹Brandon Oliver, ¹Samantha Lee, ¹Isabella Garcia, ¹Leslie Estrada, ²Andrew Villa, ¹Kelvin Duong, ¹Natalie Zlebnik (¹University of California, Riverside School of Medicine, ²University of California, Riverside)

1-59 A ZEBRAFISH MODEL OF AUTISM SPECTRUM DISORDER

¹Luis Salazar, ¹Heidi Brown, ¹Kristine Runnberg, ¹Daniela Hernandez, ¹Lama Jaber, ¹Levi-Briana Shinn, ¹Guadalupe Rodriguez, ¹Ivy Mejia, ²Joseph Alzagatiti, ¹Courtney Scaramella, ¹Jennifer Trevitt, ¹Adam Roberts (¹California State University, Fullerton, ²University of California, Los Angeles)

SYMPOSIUM

08:00 AM - 09:30 AM Raincross Ballroom C&F

PSYCHEDELIC USAGE AMONG COLLEGE STUDENTS: A SERIES OF STUDIES TO HELP ADVANCE OUR UNDERSTANDING

¹Yuhan Kong, ¹Wei-Chin Hwang, ²Ken Fujimoto, ¹Janet Cen, ³Ruby Wang, ¹Alvin Villarosa, ¹Perri McElvain, ¹Helen Lin (¹Claremont McKenna College, ²Loyola University Chicago, ³Scripps College)

There has been a re-emergence of scientific and public interest in psychedelic research and usage. Results from clinical trials suggest that psychedelics can offer benefits to people with mental health conditions. It is possible that this class of compounds will be legalized within the next few years. However, these powerful agents are largely used in non-controlled environments, posing potential risks to users. Therefore, increased research on understanding the prevalence, characteristics, and experience of users is needed, as well as programs that might help reduce harm. Research from the National Institute of Drug Abuse found that 12-month psychedelic use among college students has increased from 3% in 2011 to 9% in 2020, reaching the highest level since early 1980s. Given the shortage of research on psychedelic usage among college students, the purpose of this symposium is to help advance our knowledge in this arena.

PREVALENCE AND CORRELATES OF PSYCHEDELIC USAGE AMONG LIBERAL ARTS COLLEGE STUDENTS Janet Cen, Yuhan Kong, Helen Lin, Alvin Villarosa (Claremont McKenna College), Ruby Wang (Scripps College), Perri McElvain, & Wei-Chin Hwang (Claremont McKenna College)

IMPROVING OUR UNDERSTANDING OF THE CHARACTERISTICS OF PSYCHEDELIC USE: A MULTIVARIATE APPROACH Ruby Wang (Scripps College), Yuhan Kong, Janet Cen, Perri McElvain, Alvin Villarosa, Helen Lin, & Wei-Chin Hwang (Claremont McKenna College)

PREVALENCE AND IMPACT OF SUBSTANCE USE AMONG COLLEGE STUDENTS Alvin Villarosa, Yuhan Kong, Janet Cen (Claremont McKenna College), Ruby Wang (Scripps College), Helen Lin, Perri McElvain, & Wei-Chin Hwang (Claremont McKenna College)

MYSTICAL EXPERIENCES AND BAD TRIPS? REPORTS OF COLLEGE STUDENTS ON THEIR PSYCHEDELIC EXPERIENCES Helen Lin, Janet Cen, Alvin Villarosa, Yuhan Kong (Claremont McKenna College), Ruby Wang (Scripps College), Perri McElvain, & Wei-Chin Hwang (Claremont McKenna College)

DEVELOPMENT AND PSYCHOMETRIC PROPERTIES OF THE PSYCHEDELIC ATTITUDES SCALE Wei-Chin Hwang (Claremont McKenna College), Ken A. Fujimoto (Loyola University Chicago), Yuhan Kong, & Janet Cen (Claremont McKenna College)

CHARACTERISTICS OF COLLEGE STUDENTS WHO HAVE POSITIVE ATTITUDES TOWARD PSYCHEDELIC USAGE Perri McElvain, Yuhan Kong, Janet Cen (Claremont McKenna College), Ruby Wang (Scripps College), Helen Lin, Alvin Villarosa (Claremont McKenna College), Ken A. Fujimoto (Loyola University Chicago), & Wei-Chin Hwang (Claremont McKenna College)

CAN AN ONLINE PSYCHEDELIC ORIENTATION PROGRAM REDUCE RISK? A HARM REDUCTION APPROACH Yuhan Kong, Perri McElvain, Janet Cen (Claremont McKenna College), Ruby Wang (Scripps College), Helen Lin, Alvin Villarosa, & Wei-Chin Hwang (Claremont McKenna College)

DISTINGUISHED SPEAKER

08:15 AM - 09:15 AM Exhibition Hall D - Continuing Education Available

FORECASTING THE IMPACT OF DOBBS V JACKSON ON THE WELL-BEING OF PREGNANT PEOPLE AND THEIR CHILDREN
Antonia Biggs (University of California, San Francisco)

Chair: Kelly Morton (Loma Linda University)

Since the June 2022 Dobbs v Jackson Women's Health Supreme Court decision, 13 U.S. states have enacted near bans or total bans on abortion. This seismic policy shift is likely to have detrimental consequences to pregnant people living in states with newly restricted access to abortion, disproportionately harming people

surviving structural minoritization and marginalization. This presentation will describe the options available to people with unwanted pregnancies living in states than ban abortion, the mental health consequences of abortion bans, as well as the implications of forced travel, on pregnant and birthing people, and their children.

M. Antonia Biggs, Ph.D., is an Associate Professor and social psychologist at UCSF's Advancing New Standard in Reproductive Health (ANSIRH) Program. Dr. Biggs' research is dedicated towards better understanding the challenges faced by people wanting to access sexual and reproductive health services and the psychological consequences of denying people wanted care. Dr. Biggs is leading a study examining the psychosocial burden experienced by people accessing abortion care, as well as a national study assessing interest in alternative models of medication abortion provision, changes in prevalence of self-managed abortion, and people's attitudes towards criminalizing self-managed abortion. Her work aims to inform clinical and public policies that will improve care and ensure bodily autonomy and well-being. Dr. Biggs holds a B.A. in Psychology from the University of Wisconsin, Madison, and an M.A. and Ph.D. in Psychology from Boston University.

PAPER SESSION

08:15 AM - 09:15 AM Meeting Room 1

MEANINGFULNESS AND MINDFULNESS

Chair: Vy Cao (La Sierra University)

08:18 COMPASSION, RELIGIOUS BELIEFS, AND SPIRITUAL PRACTICES:
THE CASE OF INDIGENOUS ASIAN RELIGIONS

Chang-Ho Ji, Vy Cao (La Sierra University)

08:32 YOU'VE GOT ME FEELING EMOTIONS: MINDFULNESS AND
EARLY ADULTS' DYNAMIC AND DIVERSE EMOTIONAL EXPERIENCES
IN DAILY LIFE

Jaymes Paolo Rombaoa, Kresimir Reil, Rebecca Donaldson, Tina Badakhshan, Saida Heshmati (Claremont Graduate University)

08:46 A MEANING IN LIFE INTERVENTION: SETTING PERSONAL

GOALS AND REVIEWING LIFE STORY INCREASES POSITIVE AFFECT

Bergsveinn Olafsson (Claremont Graduate University)

09:00 RELIGION, LIFE GOALS, AND PROTESTANT WORK ETHIC

Chang-Ho Ji (La Sierra University)

PAPER SESSION

08:45 AM - 10:00 AM Meeting Room 1

HEALTH PSYCHOLOGY

Chair: Brandon Tran (Riverside University Health System - Behavioral Health)

08:48 CARING FOR THE WHOLE PERSON: ADDRESSING NEEDS OF ADOLESCENT YOUTH IN A MEDICALLY UNDERSERVED COMMUNITY

¹Brandon Tran, ²Spencer Mueller, ¹Bijan Sasaninia, ³Dhruv Khurana, ⁴Emily Shaw, ¹Anthony Firek, ¹Geoffrey Leung (¹Riverside University Health System, Behavioral Health, ²Claremont Graduate University, ³University of California, Los Angeles, ⁴Hemet Unified School District)

09:02 THE EFFECT OF PERCEIVED STIGMATIZATION ON MASK ATTITUDES AND MENTAL HEALTH OUTCOMES FOR PEOPLE WITH FACIAL DIFFERENCES

Marisa Krauter (Oregon State University)

09:16 A RATIONALE FOR NARRATIVE CONVERSATIONS WITH END-OF-LIFE PATIENTS IN MEDICAL SETTINGS

Danna Kober, John Bakaly, Christina Magalhaes, John Caffaro (¹Alliant International University, Los Angeles)

09:30 AN ASSESSMENT OF THE VALIDITY OF THE FOOD INSECURITY EXPERIENCE SCALE SURVEY MODULE IN COLLEGE POPULATIONS
(AWARD WINNER)

April Vollmer, Prince Boahene, Alicia Cromer, Chloe Horowitz, Julia Gardner, Nora Dunbar (Northern Arizona University)

09:44 FEMALE GENITAL FISTULA AND MENTAL HEALTH IN SUB-SAHARAN AFRICA: A SCOPING REVIEW

Alana Elop (University of California, San Francisco)

SYMPOSIUM

09:30 AM - 10:30 AM Raincross Ballroom A&D

THE SCIENCE & PRACTICE OF POSITIVE PSYCHOLOGY: FROM A BOLD VISION TO PERMA+4

Chair: Stewart Donaldson (Claremont Graduate University)

This symposium summarizes how the vision for the science and practice of positive psychology has been realized, and provides a detailed account of the current state of the science and practice. Professor Stewart Donaldson will summarize two decades of empirical research, and illustrate how this research on well-being and positive functioning is being used to guide evidence-based practice. Victoria Cabrera will present the findings of several studies providing a more nuanced understanding of the building blocks of well-being and positive functioning, and discuss the implications for future research and the design of well-being interventions and programs. Finally, Bergsveinn Olafsson will illustrate how the accumulated scientific evidence on the efficacy of positive psychology interventions (PPIs) has found that on average PPIs work, and work very well under specific conditions. She will also present additional evidence-based ideas about how to design effective positive psychology interventions and programs. The last 10-15 minutes of the symposium will be reserved for participant questions and discussion.

REALIZING A BOLD VISION FOR A SCIENCE & PRACTICE OF POSITIVE PSYCHOLOGY Stewart I. Donaldson, Claremont Graduate University

WHAT HAVE WE LEARNED ABOUT THE PERMA+4 BUILDING BLOCKS OF WELL-BEING AND POSITIVE FUNCTIONING? Victoria Cabrera, Claremont Graduate University

WHAT HAVE WE LEARNED ABOUT POSITIVE PSYCHOLOGY INTERVENTIONS AND PROGRAMS? Bergsveinn Olafsson, Claremont Graduate University

POSTER SESSION 2

09:30 AM - 10:45 AM Exhibition Hall A/B

COGNITION AND SENSORY PROCESSES

- 2-1 MISINFORMATION CORRECTION IN PRESCHOOLERS:
EXPLORING THE BACKFIRE EFFECT TO UNLICENSED NEGATION**
Riley Zemlicka, Kevin Autry (California State Polytechnic University, Pomona)
- 2-2 THE CORRECTION OF MISINFORMATION WITH UNLICENSED
NEGATION IN THE CONTEXT OF NOVEL LANGUAGE**
Jacob Thomas, Kevin Autry (California State Polytechnic University, Pomona)
- 2-3 MANIPULATING THE DIRECTION OF THE MENTAL TIMELINE
WITH LINGUISTIC STIMULI**
Kevin Autry, Hazel Drake, Jenna Fox, Cristian Gonzalez, Ana Marroquin Tercero,
Mike Marquez (California State Polytechnic University, Pomona)
- 2-4 THE ROLES OF ESTROGEN AND CORTISOL IN MULTITASKING,
PROCESSING SPEED AND VERBAL REASONING**
Madison Stangeby, Kacie Chatfield, Daisy Marin, Susan Beers, Barbara Thayer
(California State University, Channel Islands)
- 2-5 THE EFFECT OF NUMERACY AND MATH ANXIETY ON WHOLE
NUMBER BIAS**
Jasmine Bonsel, Hideya Koshino (California State University, San Bernardino)
- 2-6 DOES SLEEP ENHANCE EMOTIONAL MEMORIES?**
Alanna Osmanski, Colleen Parks (University of Nevada, Las Vegas)
- 2-7 ASSOCIATION BETWEEN AUTISTIC-LIKE TRAITS AND AN
ANALYTICAL ORIENTATION IN CONDITIONAL REASONING**
Alanis Perez, Jay Von Monteza, Jasmine Bonsel, Ronnie De Leon, Alewa Anaya,
Melissa Lopez, Hideya Koshino, Robert Ricco (California State University, San
Bernardino)
- 2-8 PEOPLE ARE MORE WILLING TO SHARE POSITIVELY THAN
NEGATIVELY WORDED HEADLINES**
Justin Harris, Dustin Calvillo (California State University, San Marcos)

2-9 DOES LANGUAGE AFFECT THE ILLUSORY TRUTH EFFECT WITH BILINGUAL PARTICIPANTS?

Jennifer Lozano, Alex Leon, Giulia Martelli, Dustin Calvillo (California State University, San Marcos)

2-10 REPETITION DOES NOT INCREASE BELIEF WHEN THE SOURCE OF THE INFORMATION IS UNRELIABLE

Alex Leon, Jennifer Lozano, Dustin Calvillo (California State University, San Marcos)

2-11 EFFECTS OF ANXIETY IN NEUROPSYCHOLOGICAL PERFORMANCE OF GENERATION Z MEXICANS

¹Isabel Munoz, ²Krissy Smith, ²Raymundo Cervantes, ³Adriana Cuello, ⁴Santiago Espinoza Isaac, ⁵Daniel Walter Lopez-Hernandez (¹California State University, Northridge, ²California State University, Dominguez Hills, ³The Linquist Insitute, ⁴Tecnológico de Monterrey, ⁵Los Angeles Biomedical Research Institute)

2-12 THE RELATIONSHIP BETWEEN PROVOKED LANGUAGE SWITCHING AND INHIBITORY CONTROL: EVIDENCE FROM AN EXPERIMENTAL DESIGN

Thomas Tinder, David Giguere, Avnett Kaur (California State University, Sacramento)

2-13 PRIOR COVID-19 INFECTION IS ASSOCIATED WITH PERFORMANCE IMPAIRMENT IN A SPEEDED RESPONSE PRIMING TASK

Megan Chen, Samantha Cheng, Lilly Webb, Hannah Arenson, Lais George, Richard Abrams (Loyola Marymount University)

2-14 RELIGIOUS DIVERSITY IN CHILDREN'S RELATIONAL VIEWS OF GOD

¹Rebekah Richert, ¹Ashley Marin, ¹Hea Jung Lee, ²Jiayue Sun (¹University of California, Riverside, ²University of California, Santa Cruz)

2-15 IMPACT OF SUBJECTIVE COGNITIVE COMPLAINTS ON MCI DIAGNOSTIC CRITERIA IN ALZHEIMER'S DISEASE

Rhiannon Rivas (California State University, San Bernardino)

2-16 MATERNAL EMOTION SOCIALIZATION AND CHILD EXECUTIVE FUNCTIONING AND BEHAVIOR: EXPLORING THE MODERATING ROLE OF CORTISOL

¹Mayela Norwood, ²Samantha MacDonald, ³Stacey N. Doan (¹Claremont McKenna College, ²Claremont Graduate University, ³Claremont McKenna College and City of Hope National Medical Center)

2-17 PARENTAL VIEWS ON CHILDREN'S KNOWLEDGE OF FOOD CONTAMINATION, COVID, AND GENERAL ILLNESS

Alan Oakley, Lorelei Eddy, Madison Barr, Logan Denen, Isabel Garza, Lea Jefson, Joshua Sandoval, Elena Schmidt, Heidi McLaughlin, Marianne Taylor (Pacific Lutheran University)

2-18 APHANTASIA, THEORY OF MIND, AND VISUAL PERSPECTIVE TAKING

David Maxwell, Blake Christensen, Acacia Overono (Utah Valley University)

2-19 THE IMPACT OF SELF-ESTEEM ON RECALL OF SELF-REFERENTIAL ADJECTIVES

Carissa Ferbert, Arlen Ekenstam, David Gerkens (California State University, Fullerton)

2-20 "SHE KNOWS ALL THE VIRUSES!" HOW CHILDREN USE EXPERT TESTIMONY TO UNDERSTAND FOOD SAFETY

Isabel Garza, Madison Barr, Logan Denen, Lorelei Eddy, Lea Jefson, Alan Oakley, Joshua Sandoval, Heidi McLaughlin, Marianne Taylor (Pacific Lutheran University)

2-21 THE IMPORTANCE OF DETERMINING SUBTYPES OF MILD COGNITIVE IMPAIRMENT IN PARKINSON'S DISEASE

Krishna Orgo, Mary-Ellen Garcia, Jacob Jones (California State University, San Bernardino)

2-22 TRUSTING A STRANGER: CHILDREN'S UNDERSTANDING OF EXPERTISE IN FOOD SAFETY

Logan Denen, Lorelei Eddy, Isabel Garza, Lea Jefson, Alan Oakley, Joshua Sandoval (Pacific Lutheran University)

2-23 INTERACTING WITH THE UNSEEN: IMAGINARY COMPANIONS AND GOD

Hea Jung Lee, Rebekah Richert (University of California, Riverside)

2-24 COMPARING ZOOM VS IN-PERSON MODALITIES OF EXPERIMENTATION IN CHILD DEVELOPMENTAL RESEARCH

Lea Jefson, Joshua Sandoval, Madison Barr, Logan Denen, Lorelei Eddy, Isabel Garza, Alan Oakley, Elena Schmidt, Heidi McLaughlin, Marianne Taylor (Pacific Lutheran University)

2-25 THE ROLE OF TASK AND CONTEXT IN CHILDREN'S OVER IMITATION

Ashley Marin (University of California, Riverside)

2-26 THE EFFECTS OF ANXIETY AND DEPRESSION ON PROCESSING SPEED AND EXECUTIVE FUNCTIONING FOR PATIENTS DIAGNOSED WITH MILD COGNITIVE IMPAIRMENT (MCI) IN A COMMUNITY BASED NEUROLOGY CLINIC

Madeline Sadoff, Halima Hussaini, Jay Rosen, Allison Kaup, Gregory Sahagian, Lori Haase-Alasandro (The University of California, San Diego/ Scripps Health/ The Neurology Center of Southern California)

2-27 INFLUENCE OF PARENT-CHILD INTERACTIONS IN PRETEND PLAY ON LANGUAGE DEVELOPMENT IN BILINGUAL CHILDREN

Aditi Bhat (University of California, Riverside)

2-28 QUALITATIVE ANALYSIS OF PERCEIVED IMPACTS OF WEARING FACE MASKS

Tatevik Vardanyan, Alejandro Valencia, Andrea Delgadillo, Victorianna Brooks, Alex Chan, Samantha Waters, Milena Kren, Oriana Cantor, Ashley Gaffney, Jianjian Qin (California State University, Sacramento)

2-29 EXAMINING THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND AUTOBIOGRAPHICAL MEMORY

Alejandro Valencia (California State University, Sacramento)

2-30 INVOLUNTARY MUSICAL IMAGERY: DO EARWORMS AFFECT WORKING MEMORY?

Raed Shalan, Anmol Kaur, Karl Oswald (California State University, Fresno)

2-31 SOCIAL IDENTITY AND MISINFORMATION

Samantha Waters, Tatevik Vardanyan, Oriana Cantor, Ashley Gaffney, Jianjian Qin (California State University, Sacramento)

2-32 DO YOU THINK IT'S REAL?

Oriana Cantor, Ashley Gaffney, Tatevik Vardanyan, Samantha Waters, Alejandro Valencia, Jianjian Qin (California State University, Sacramento)

2-33 THE ROLE OF ESTROGEN, CORTISOL AND OTHER HORMONES
IN MULTITASKING, ATTENTION, AND VERBAL REASONING

Anabiah Syed, Susan Beers, Barbara Thayer (California State University, Channel Islands)

2-34 THE EFFECT OF LEVEL-OF-PROCESSING AND MODALITY ON
RECALL

Jeri Little, Tamanna Gandhi, Rafael Rodriguez (California State University, East Bay)

2-35 TAKING NOTES REVERSES THE BENEFIT OF INTERLEAVING
OVER BLOCKING IN CATEGORY LEARNING

Jeri Little, Koki Kobayashi, Sarah Jeanne Roth, Lesli Quiroz (California State University, East Bay)

2-36 THEATER OF THE MIND: FINDING A CONNECTION BETWEEN
TABLETOP ROLE-PLAYING GAMES AND QUALITY OF VISUAL
IMAGERY

Kayley Hall, Andrea Sell (California Lutheran University)

2-37 AGENTS OF ADVENTURE: PROCESSING TABLETOP ROLE-
PLAYING GAME ACTIONS AS AN EXTENSION OF SELF OR OTHER

Kayley Hall, Andrea Sell (California Lutheran University)

2-38 DEFICIT OR EXCESS? EXAMINING ASSOCIATIVE MEMORY IN
OLDER ADULTS

Joanna Hwang (Claremont McKenna College)

2-39 THE EFFECT OF NOTE-TAKING ON ANXIETY AND MATH EXAM
PERFORMANCE (**AWARD WINNER**)

Nataly Castro (California State University, Los Angeles)

2-40 MAKING THINGS EXPLICIT; THE EFFECTS OF VERBALIZING
THOUGHTS ON INTUITION

Kaitlin Jensen, Cristian Gomez, Elizabeth De La Cruz, Matthew Sazma (University of La Verne)

2-41 UNDERSTANDING INDIVIDUAL DIFFERENCES IN N-BACK
TRAINING AND TRANSFER IN OLDER ADULTS

¹Morgan Gomez, ¹Sarah Chang, ¹Matthew Chea, ¹Divitha Doddi, ¹Jasmyne Lobbins,

¹Haley Melendez, ¹Rachel Tsai, ¹Audrey Carrillo, ¹Aaron R. Seitz, ²Susanne M. Jaeggi,
³Anja Pahor (¹University of California, Riverside, ²University of California, Irvine,
³University of Maribor)

2-42 VISUAL AND SPATIAL IMAGERY ABILITIES VARY ACROSS CHESS
AND NON-CHESS PLAYERS

Abraham Herrera, Karl Oswald (California State University, Fresno)

2-43 CAN STRATEGY INSTRUCTIONS HELP PEOPLE SUPPRESS
THOUGHTS MORE EFFECTIVELY?

Sara Ahmed, Elizabeth Carpenter, Cosette O'Connell, Rosalie Juviler, Viet-Hung
Nguyen, Sabrina Hemida (University of San Francisco)

2-44 EXAMINING BILINGUALISM AND TIME PERSPECTIVE IN
VERBAL FLUENCY PERFORMANCE

¹Krissy Smith, ²Isabel Munoz, ³Krithika Sivaramakrishnan, ⁴Daniel Walter Lopez-
Hernandez (¹California State University, Dominguez Hills, ²California State
University, Northridge, ³California State University, Fresno, ⁴Los Angeles Biomedical
Research Institute)

2-45 MODERATING THE THIRD-PARTY OBSERVER EFFECT THROUGH
THE EASE OF PRECEDING TASKS

Anmol Kaur, Karl Oswald, Lauren Dial (California State University, Fresno)

2-46 DOES PREDICTION ERROR FACILITATE MEMORY?

Kevin Mohawk (University of Nevada Las Vegas)

2-47 DEGREE OF NOCICEPTIVE PAIN IS ASSOCIATED WITH
EXCITATORY NEUROTRANSMISSION IN THE INSULA

¹Roberto Villagomez, ²Steven Harte, ²Afton Hassett, ²Noah Waller, ²Eric Ichescio,
²Chelsea Kaplan, ²Richard Harris (¹San Diego State University, ²University of
Michigan)

2-48 EMOTION CORRELATIONS UNDERLYING AN ADVERSE EVENT

Emma Butner (University of Washington)

2-49 SEMANTIC CONGRUENCY ACROSS SENSORY MODALITIES

¹Taylor Beck, ¹Susan Geffen, ¹Amylisha Mykyta, ²Chris Robinson (¹Occidental
College, ²The Ohio State University)

**2-50 MULTISENSORY TRAINING FACILITATES VOICE RECOGNITION
(AWARD WINNER)**

¹Pooja Kylasa, ²Serena Zadoorian, ²Lawrence Rosenblum (¹California State University, Los Angeles, ²University of California, Riverside)

**2-51 USING EEG TO INVESTIGATE THE TIME COURSE OF THE
MCGURK EFFECT**

Alexandra Griffin, Isabella Ramirez, Sarah Mann (University of San Diego)

**2-52 FACIAL EXPRESSIONS AND EMOTION LABELS: IS IT ALL IN THE
EYES? AN EYE-TRACKING ANALYSIS OF ANGRY, HAPPY, SAD, AND
NEUTRAL FACES**

Anna Richardson, Miranda Roseman, Mary Radeke, Anthony Stahelski (Central Washington University)

**2-53 THE RELATIONSHIP BETWEEN FACIAL ATTRACTIVENESS AND
EYELASHES**

Ryann Alvarez, Kareena Brennan, Jessie Peissig (California State University, Fullerton)

**2-54 EXPLORING THE CONNECTION BETWEEN SENSORY
PERCEPTUAL DIFFERENCES AND THE SOCIAL AND ACADEMIC
CHALLENGES FACED BY CHILDREN WITH ASD**

Elkanah Lane, Aaron R. Seitz, Katherine Stavropoulos, Audrey Carrillo, Lucas Hodge (University of California, Riverside)

**2-55 THE EFFECT OF HEALTH AND YOUTH ON PERCEIVED
ATTRACTIVENESS**

Suzanne Lopez, Stephanie Norris, Jessie Peissig (California State University, Fullerton)

**2-56 ECCENTRICITY OF MONOCULAR VISUAL STIMULI AFFECTS THE
PERFORMANCE IN A DURATION DISCRIMINATION TASK.**

Christophe Le Dantec, Katrina Yap, Elissa Luna, Silvana Albornoz, Gaoesther Lee, Elisaelena Enriquez, Daniel Bazan, Akua Asamoah (La Sierra University)

**2-57 THE IMPACT OF ADVERTISING MESSAGES ON CONSUMER FOOD
DECISIONS**

Kexin Liu (University of Southern California)

2-58 PERCEIVED ATTRACTIVENESS AND ITS RELATIONSHIP WITH
HAIR QUALITY AND ESTRADIOL

Mackenzie Rosales, Kareena Brennan (California State University, Fullerton)

2-59 CRUNCHIN' ADORABLE! THE PERCEPTION OF DOG VS HUMAN
CRUNCHING SOUNDS AMONG THE GENERAL POPULATION

Andrea Sell, Marineh Allen, Melody Ramirez, Angelina Garcia, Kailee Kriesel,
Kayley Hall (California Lutheran University)

2-60 EGO IDENTITY AND HUMOR

Steve Albarran, Diane Pfahler (Crafton Hills College)

SYMPOSIUM

09:45 AM - 10:45 AM Raincross Ballroom C&F

OPTIMIZING WELL-BEING: CULTIVATING THE QUALITY OF
EXPERIENCE IN DAILY LIFE

Eli Waxler, Jeanne Nakamura, Sumana Sri, Ajit Singh Mann, YuKun Sun (Claremont
Graduate University)

Full engagement in daily life is a key dimension of psychological well-being. It is reflected in states such as flow and freedom from boredom and facilitated by dispositions such as flow proneness and passion. To understand the dynamics of engagement, methods are required that measure experiential states close to their occurrence. Four presentations report research using intensive repeated measurement or laboratory induction to illuminate engagement. First, Waxler et al. employ experience-sampling data to show how harmonious and obsessive forms of passion differently influence a person's in-the-moment emotional states. Then, Sri analyzes daily-diary data to identify experiential factors associated with lower levels of boredom during the pandemic. Next, Mann reports daily-diary findings on the relationship of flow proneness to experiences of positive affect and relatedness. Finally, Sun reports on a laboratory induction of the flow state using variations on a common video game. Together, the presentations advance understanding of full engagement in life.

THE INFLUENCE OF HARMONIOUS AND OBSESSIVE PASSION ON
IN-THE-MOMENT AFFECTIVE EXPERIENCE Eli Waxler, Jordan Boeder, &
Jeanne Nakamura (Claremont Graduate University)

DAILY BOREDOM EXPERIENCES DURING THE CORONAVIRUS
PANDEMIC LOCKDOWN Sumana Sri (Claremont Graduate University)

THE IMPLICATIONS OF FLOW PRONENESS BEYOND THE SELF
Ajit Singh Mann (Claremont Graduate University)

FLOW INDUCTION USING MODIFICATION OF ORDINARY
ACTIVITY YuKun Sun (Claremont Graduate University)

DISTINGUISHED SPEAKER

10:00 AM - 11:00 AM Exhibition Hall D - Continuing Education Available

ACTS OF RESISTANCE: LIVING AND NAVIGATING PARADOXES TO
REIMAGINE ACADEMIC SPACES

Rebecca Covarrubias (University of California, Santa Cruz)

Chair: Jamie Franco-Zamundio (National University, JFKSOPSS)

Women of color scholars document the complexity in the everyday lives of people of color (POC) who negotiate multiple social worlds defined by race/ethnicity, gender, social class, and immigration status. Part of the complexity lies in maneuvering paradoxes, or contradictory messages or values. Low-income, first-generation-to-college POC, for example, might navigate hyper-individualism in U.S. mainstream contexts and contrasting norms of interdependence in their low-income communities of color. In negotiating paradoxes, there is potential to create a space where all our whole selves – including the contradictions and tensions between independence and interdependence – can co-exist. Drawing from semi-structured interviews with low-income Latinx high school graduates, I open this talk by documenting such paradoxes. I then draw from several empirical works focused on the experiences of faculty of color, the majority who identify as women, to share how we negotiate paradoxes in ways that reimagine new spaces for ourselves and for other minoritized groups.

Biography

Dr. Rebecca Covarrubias is an Associate Professor of Psychology and Faculty Director of the Collaborative Research for Equity in Action (CREA) research group at UC Santa Cruz. As a social and cultural psychologist, she examines how

institutional structures perpetuate educational inequity by privileging middle-class, White ways of being and thereby undermining experiences of low-income, first-generation students of color. She then examines how to reverse these effects through culturally-informed approaches that draw attention to students' cultural strengths. With a team of CREA student researchers and other critical partners, she works to translate these findings into actionable practices that can shift the culture of institutions.

PAPER SESSION

10:00 AM - 11:00 AM Meeting Room 2

INTERESTING ISSUES IN PROGRAM IMPLEMENTATION

Chair: Ivonne Chand O'Neal (MUSE Research)

10:03 HIGH ENTHUSIASM BUT LOW PARTICIPATION: PRELIMINARY RESULTS FROM AN EVALUATION ON AN ELEMENTARY SCHOOL ARTS INTEGRATION PROGRAM

Ivonne Chand O'Neal, Colin Braman (MUSE Research)

10:17 HOW TO INCREASE THE EFFECTIVENESS OF ANTI-DOMESTIC ABUSE CAMPAIGNS

Amira (Wegenek) Buma (Saddleback College)

10:31 RECOVERING BEAUTIFULLY: A PILOT STUDY OF MINDFULNESS IN RECOVERY (MIR) IN A RESIDENTIAL TREATMENT FACILITY

Vanessa Kettering (California State Polytechnic University, Pomona)

10:45 IMPACT OF THE COMMUNITY RESILIENCY MODEL IN A SAMPLE OF HISPANIC COMMUNITY HEALTH WORKERS: A FEASIBILITY STUDY

Leslie Alvarez, Michelle Morgan, Nehchal Kaur, Jasmine Logan, Negar Adl-Tabatabaei, Susanne Montgomery, Kelly Baek (Loma Linda University)

SYMPOSIUM

10:45 AM - 12:00 PM Raincross Ballroom A&D

COMMUNITY, IDENTITY, AND DIVERSITY IN POPULAR CULTURE AND POP CULTURE FANDOMS

Maricela Correa-Chavez, Danielle Kohfeldt, Christopher Warren, Emily Doffing,
Josh Murillo, Jillian Mueller-Dombois, Yvette Apatiga (California State University,
Long Beach)

Popular Culture and its fandoms is fertile ground for discussions of identity, for creation of community, and for exploration of community tensions as populations change and become more diverse. The three papers in this proposed symposium examine how pop culture can lead to exploration of these issues and how this exploration can have tangible effects beyond the entertainment value of the media. Paper 1 explores issues of acculturation, social isolation, and identity crises in respect to the indie sci-fi comic *Saga*, where protagonists Marko and Alana – lovers from warring planets – constantly face identity struggles as the result of their races, through a qualitative lens. Paper 2 examines how community is created through Poly González's anti-ableist webcomic, *Chronic Pain is a Party*. The study coded 28 comics depicting medical ableism with 146 fans' comments. Community comments reflected themes of resisting epistemic injustice with access intimacy, resisting emotional oppression with care webs, and resisting submissive sick patient role with medical-industrial complex critiques and navigation. Paper 3 is a study that explores the contradiction between national data showing more open and accepting attitudes towards others among younger generations and the negative attitude many younger fans display towards increased diversity in fandom and canon. Using cluster analysis from survey data, the study examines how generation, demographic characteristics, and participation in fandom come together to form different patterns in how fans respond to issues of diversity and inclusivity in fandom. We will discuss findings from the three studies as well as the ways in which comics and popular culture in general enable study of important psycho-social issues.

**PORTRAYALS OF ACCULTURATION, SOCIAL ISOLATION, AND
IDENTITY CRISIS IN COMICS** Christopher R. Warren, Joshua Murillo, & Jillian
J. Mueller-Dombois (California State University, Long Beach)

**WEBCOMICS AND CARE WEBS: FANS CO-CONSTRUCTING COUNTER
NARRATIVES OF LIVING WITH CHRONIC PAIN** Emily Doffing & Danielle
Kohfeldt (California State University, Long Beach)

GENERATIONAL, DEMOGRAPHIC, AND PARTICIPATORY
CHARACTERISTICS RELATED TO FANS' REACTIONS TO DIVERSITY
IN FANDOM Maricela Correa-Chávez, Yvette Apatiga, & Danielle Kohfeldt
(California State University, Long Beach)

SYMPOSIUM

11:00 AM - 12:00 PM Raincross Ballroom C&F

EXPLORING THE CHALLENGES OF ALLYSHIP AT WORK AND CHARTING A WAY FORWARD

Chair: Meg Warren (Western Washington University)

Social movements have motivated people in positions of privilege to step up to be allies for underrepresented employees. As fledgling attempts at allyship increase, so does the risk for misinterpretation. With many first-time allies emerging, it is crucial to understand how to develop and maintain effective allyship by recognizing the psychological and contextual barriers that may hinder would-be allies. Further, novices may find that certain allyship strategies better fit them than others. Understanding challenges as well as fit may point to sustainable pathways for developing allies.

Meg A. Warren, the symposium chair and first speaker will open the session with a brief overview of the session. Next, she will share findings from two samples in which barriers to allyship were examined. The second speaker, Michael T. Warren, will share findings from an exploration of distinct patterns of allyship competence and impostorism within employees. In particular, he will discuss how the allyship impostorism profiles are associated with mental health, work, and psychological supportive context outcomes. The third speaker, Camille Fogel, will share findings from a study examining how well various allyship strategies are perceived as personally good-fitting by people with different character strengths profiles. Finally, Stewart Donaldson has been invited to serve as discussant and facilitate audience questions and discussion.

“IF YOU WANT TO BE AN ALLY, WHAT IS STOPPING YOU?” MAPPING
THE LANDSCAPE OF INTRAPERSONAL, INTERPERSONAL, AND
CONTEXTUAL BARRIERS TO ALLYSHIP IN THE WORKPLACE USING
ECOLOGICAL SYSTEMS THEORY Meg A. Warren, Michael T. Warren, Haley
Bock & Brooklynn Smith (Western Washington University)

IMPOSTOR PHENOMENON AND SOCIAL JUSTICE ALLYSHIP AT WORK: INVESTIGATING PROFILES OF ALLYSHIP FUNCTIONING AND LINKS TO MENTAL HEALTH AND WORK OUTCOMES Michael T. Warren, Meg A. Warren, Brooklynn Smith (Western Washington University) & John M. Lavelle (University of Minnesota, Twin Cities)

CHARACTER PROFILES THAT POSITION MEN TO ADDRESS GENDER BIAS THROUGH 'COMMITTED' AND 'RELATIONSHIP-BUILDING' ALLYSHIP STRATEGIES IN THE WORKPLACE Camille Fogel, Meg A. Warren, Michael T. Warren, Brooklynn Smith (Western Washington University) & Ryan Niemiec (VIA Institute on Character)

DISTINGUISHED SPEAKER

11:00 AM - 12:00 PM Exhibition Hall C - Continuing Education Available

COMMUNITY-ACADEMIC PARTNERSHIP TO ADDRESS COVID-19 VACCINE DISPARITIES AMONG RACIAL/ETHNIC MINORITIES
Bridgette Peteet (Loma Linda University)

Chair: Kelly Morton (Loma Linda University)

The COVID-19 pandemic disproportionately affected Black communities in infections, hospitalizations, and death compared to Whites. Lags in testing, vaccinations, and boosters were, in part, attributable to medical and government mistrust and access barriers. Faith-based organizations have been a trusted resource for Black communities and a powerful ally with academic health partners in the fight for health equity. Extending this effort to COVID-19, we describe our local community-academic partnership strategies to provide long-term health education and accessible vaccine clinics within Black communities of Southern California as a model of effective engagement strategies that may be useful for other disease states and within other diverse populations.

Biography

Bridgette Peteet, Ph.D. is a Professor in the Department of Psychology at Loma Linda University and a California Licensed Clinical Psychologist. Prior to her appointment in 2019, she was a faculty member at the University of Cincinnati (UC) for 11 years. She earned her bachelor's degree in psychology and criminal justice from Kent State University and her Master's and doctorate in clinical

psychology from UC. Dr. Peteet teaches graduate clinical courses on addiction, cultural diversity, and human sexuality. She supervises doctoral trainees at SAC Health Systems, a Federally Qualified Health Center in integrated primary care psychology. She runs the Resilience and Disparities (RAD) Lab, which investigates health inequities in substance use disorders (SUD) using a community-inclusive and culturally-responsive framework. She is the Principal Investigator (PI) for a \$3 million HRSA Scholarships for Disadvantaged Students grant and the Co-PI on a Graduate Psychology Education grant to provide specialized training in SUDs and to build pathways to diversify the scientific workforce. Dr. Peteet is an active member and former Secretary for the American Psychological Association Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45). She is a past honoree of the Division 45 Charles and Shirley Thomas Award and as a UC faculty Diversity Ambassador for her institutional and national contributions to diversity mentorship, programming, and research. Dr. Peteet is also a facilitator of culturally conscious health practices and has long-term experience consulting with community organizations, all towards improving the health and well-being of historically marginalized people.

POSTER SESSION 3

11:00 AM - 12:15 PM Exhibition Hall A/B

MULTICULTURAL AND INTERNATIONAL PSYCHOLOGY

3-1 RELIGIONS AS DISTINCT VERSUS DYNAMIC

Malak Awwad, Jason Egashira, Alexandra Correia, Daniella Rumenser, Negin Toosi (California State University, East Bay)

3-2 EXAMINING DIFFERENCES IN THE EXPERIENCE AND EXPRESSION OF SHAME BETWEEN CULTURES

Alyxe Tamaki, Chloe Kim, Michelle Kainz, Stacy Eltit (Biola University)

3-3 EXAMINING DIVERSITY FACTORS ON STUDENT RECRUITMENT AT ALLIANT INTERNATIONAL UNIVERSITY, FRESNO CAMPUS

Danitsa Cochran, Faustino Zayas, Merle Canfield, Amanda Sunday (Alliant International University)

3-4 WILL I FIND A HOME? A QUALITATIVE INVESTIGATION OF EXPERIENCING A NEW CULTURE

Tiffany Shao (Claremont Graduate University)

3-5 “MY BARBER IS LIKE A THERAPIST”: THE INFLUENCE OF TRAUMA-INFORMED ADVOCACY ON PSYCHOLOGICAL OPENNESS AND HELP-SEEKING BEHAVIORS AMONG AFRICAN AMERICAN MALES DURING A BARBER VISIT

John W. Edwards, III (California State University, San Marcos)

3-6 EXAMINING A PERSONALIZED APPROACH FOR IMPROVING FAMILY SUPPORT FOR TREATMENT IN AN ETHNICALLY DIVERSE SAMPLE **(AWARD WINNER)**

¹Dongbowei Zhang, ¹Alisandra Macias, ¹May Yeh, ²Kristen McCabe, ³Argero Zerr, ²Rosalba Bonilla (¹San Diego State University, ²University of San Diego, ³California State University, Channel Islands)

3-7 EFFECTS OF ANXIETY ON MEXICAN MONOLINGUALS' AND BILINGUALS' STROOP COLOR WORD TEST PERFORMANCE

¹Yvette De Jesus, ¹Krithika Sivaramakrishnan, ²Mariam Gomez, ²Santiago Espinoza Isaac, ³Daniel Walter Lopez-Hernandez (¹California State University, Fresno, ²Tecnológico de Monterrey, ³Los Angeles Biomedical Research Institute)

3-8 FOSTERING BELONGING AND MITIGATING IMPOSTER SYNDROME: BIPOC FACULTY AND BIPOC GRADUATION RATES

Brittany Stovall, Daniel Garcia, Paloma Cabral, Gabriela Chavira (California State University, Northridge)

3-9 FAMILISMO AND FAMILY OBLIGATIONS ON LIFE SATISFACTION AND COLLEGE ADJUSTMENT

Paola Mae Biton, Yoalli Rubio Bautista, Madison McCue, Matthew Campos, Kayla Tapia, Andrew Shelton (Azusa Pacific University)

3-10 EXAMINING CULTURAL DIFFERENCES IN PREFERENCES FOR RECEIVING LOVE: THE CASE OF U.S.-BASED ASIANS

¹Shiyu Zhong, ¹Channing Clemons, ²Sabrina K. Jackson-Zambon, ¹Shannan Field, ³Flavia Sancier-Barbosa, ¹Sharon Flicker (¹California State University, ²California State University, Los Angeles, ³Colorado College)

3-11 HISPANICS WITH HIGH ENGLISH READING ABILITIES PERFORM BETTER ON VERBAL TESTS THAN LOW ENGLISH READING ABILITIES INDIVIDUALS

Veronica Gutierrez, Alexsia (Lucy) Ishkhanian, Jill Razani (California State University, Northridge)

3-12 CAN YOUR EMOTIONAL RESPONSE HELP YOU DETECT MICROAGGRESSIONS? AN EXAMINATION OF RESPONSES TO WITNESSING MICROAGGRESSIONS IN THE COLLEGE CLASSROOM
Taya Stephens, Danica Mavroudis, Lesther Papa (San Jose State University)

3-13 BEYOND LINGUISTIC SKILLS: THE TRAINING EXPERIENCES OF LATINX BILINGUAL MENTAL HEALTH PROVIDERS IN TRAINING
Lori Cardenas, Noelle Mowles, Giselle Gomez (University of La Verne)

3-14 FAMILY ACHIEVEMENT GUILT AND LATINX FIRST-GENERATION COLLEGE STUDENTS' MENTAL HEALTH: THE INFLUENCE OF PARENT AND PEER RELATIONSHIPS
Geysi Daniela Amador Herrera, Rosa Toro, Lauren Dial (California State University, Fresno)

3-15 COVID-19 AND ASIAN AMERICAN STEREOTYPES
Leenie Hem, Charisma Baxter, Kyle DiLorenzo, Carrissa Ammons, Kayla Strever, Greg Kim-Ju (California State University, Sacramento)

3-16 ETHNIC IDENTITY, PERCEIVED DISCRIMINATION, AND DEPRESSION
Kyle DiLorenzo, Charisma Baxter, Carrissa Ammons, Kayla Strever, Leenie Hem, Greg Kim-Ju (California State University, Sacramento)

3-17 THE HIDDEN COSTS OF PARENTAL WARMTH
Ruby Pena, Nancy Lagunas, Paula Camila Rodriguez Leon, Melissa Hagan (San Francisco State University)

3-18 MENTAL HEALTH PROFESSIONAL OR RELIGIOUS FIGURE: HOW COPTIC ORTHODOX CHRISTIANS IN AMERICA APPROACH THE NEEDS OF THOSE SUFFERING FROM A MENTAL ILLNESS

¹Manuel Malek, ²Kim Vander Dussen, ³Gilly Koritzky (¹The Chicago School of Professional Psychology, ²The Chicago School of Professional Psychology, Irvine, ³The Chicago School of Professional Psychology, Anaheim)

3-19 ACCULTURATIVE FAMILY DISTANCING AMONG ASIAN AMERICAN COLLEGE STUDENTS: BICULTURAL COMPETENCE AS A MEDIATOR
Kalue Yang, Rosa Toro (California State University, Fresno)

3-20 CULTURAL CONGRUITY AND ACADEMIC SELF-EFFICACY
AMONG LATINX COLLEGE STUDENTS: DOES FAMILISM IMPACT THIS
RELATIONSHIP?

Summer Herrera, Rosa Toro (California State University, Fresno)

3-21 THE INFLUENCE OF ETHNIC-RACIAL IDENTITY ON ACADEMIC
SELF-EFFICACY AMONG LATINX COLLEGE STUDENTS AT A HSI: THE
MEDIATING ROLE OF THE UNIVERSITY ENVIRONMENT

Jennifer Iribe, Tania Jimenez, Brittany Heuchert, Rosa Toro (California State
University, Fresno)

3-22 AN INVESTIGATION OF IDENTIFICATION, IDENTITY,
AND SCIENCE CAREER INTERESTS AMONG BLACK AND LATINE
EMERGING ADULTS

Tate LeBlanc, Chelsea McElwee, Marilyn Serrano, Williams LeNisha, Nia Williams,
Liana Willis, Aerika Loyd (University of California, Riverside)

3-23 RACE AND PERCEPTIONS OF PHARMACOTHERAPY VERSUS
PSYCHOTHERAPY

Naomi Gashaw, Amanda Morrison (California State University, East Bay)

3-24 PROBLEM SOLVING SKILLS TRAINING: CULTURAL AND
CONTEXTUAL IMPLICATIONS OF TAILORING THE INTERVENTION
TO RECIPIENT CHARACTERISTICS

¹Julia Sanchez, ¹Shayna Greenberg, ²Stacy Frazier, ¹Maya Boustani (¹Loma Linda
University, ²Florida International University)

3-25 PROGRAM SATISFACTION: THE IMPORTANCE OF FACULTY
MENTORING

¹Jane Tram, ²Rabehah Ahmed, ¹Jane Lopez, ²Margo Maricel Mastrud, ²Rachel Bennett
(¹Pacific University Oregon, ²Pacific University)

3-26 RETENTION: THE IMPORTANCE OF FACULTY MENTORING

Jane Tram, Jane Lopez, Rabehah Ahmed, Margo Maricel Mastrud, Rachel Bennett
(Pacific University, Oregon)

3-27 THE IMPACT OF PEER MENTORSHIP ON THE RETENTION OF
BIPOC UNDERGRADUATE STUDENTS

Christopher White, Jane Tram, Rabehah Ahmed (Pacific University, Oregon)

- 3-28 PREDICTORS OF ACCULTURATION STRATEGIES IN ARAB AMERICAN ADOLESCENTS: A FOCUS ON FAMILY SUPPORT, COMMUNITY BELONGING, AND RELIGIOUS BELONGING
¹Lindita Djokovic, ²Sawssan Ahmed (¹California State University, Fullerton, ²Sidra Medicine; California State University, Fullerton)
- 3-29 THE IMPACT OF CULTURAL STIGMA ON ATTITUDES AND PERCEPTIONS TOWARD SEEKING PSYCHOLOGICAL HELP FOR MINORITY COLLEGE STUDENTS
¹Kayla Nakayama, ¹Ellie Nisbet, ¹Brennon Palmer, ²Tracy Bertka, ²Erin Barrett (¹California State University, Fullerton, ²California State University, Dominguez Hills)
- 3-30 RELIGIOSITY'S INFLUENCE ON SITUATIONAL EXPERIENCES
 Ashley Duarte, Erica Baranski (California State University, East Bay)
- 3-31 THE HELPFULNESS OF TALKING CIRCLES FOR ENTRY-LEVEL GRADUATE STUDENTS
 Victoria Williams, Mona Afshar, Kimbra Juarez (Alliant International University-California School of Professional Psychology)
- 3-32 NEGOTIATING BICULTURALISM THROUGH A CRITICAL LENS: A STUDY OF FILIPINO-AMERICAN IDENTITY
 Audrienne Casidsid, William Peruel, Jonna Alonso, Christie Scollon (Western Washington University)
- 3-33 ETHNIC DIFFERENCES IN FACIAL SATISFACTION: ASSOCIATIONS WITH MICROAGGRESSIONS AND INTERNALIZED RACISM.
¹Christine Chang, ¹David Frederick, ²Janet Tomiyama (¹Chapman University, ²University of California, Los Angeles)
- 3-34 EXAMINING THE INFLUENCE OF NATION OF ORIGIN ON NEUROPSYCHOLOGICAL PERFORMANCE FOR SEMANTIC VERBAL FLUENCY TASKS AMONG SAME-LANGUAGE SPEAKERS
 Harveen Sekhon, Himaya Rajapakse, Sheena Salonga, Stephanie Scott, Kenata Martins, Christopher Reeves, Marina Basta, Ovsanna Mesropyan, Naomi Griffin, Mary (Ark) Arlauskas, Enrique Lopez (The Chicago School of Professional Psychology)

3-35 INFORMAL VERSUS FORMAL HELP-SEEKING

RECOMMENDATIONS FOR MENTAL ILLNESS FOR ETHNIC MINORITY
AND WHITE AMERICAN COLLEGE STUDENTS

Phillip Akutsu, Caitlyn Caesar (California State University, Sacramento)

3-36 GENDER, ETHNIC, AND MENTAL HEALTH LITERACY EFFECTS

ON ATTITUDES TOWARDS SEEKING PROFESSIONAL PSYCHOLOGICAL
HELP FOR COLLEGE STUDENTS

Phillip Akutsu, Caitlyn Caesar (California State University, Sacramento)

3-37 DOES THE RACIAL DIVERSITY OF CLOSE FRIENDS MATTER?

RACIAL DIVERSITY AND ETHNIC IDENTITY

Kayla Strever, Bella Calomarde, Marissa Pacheco, Jason Back, Kyle Perkins, Amanda
Smith, Greg Kim-Ju (California State University, Sacramento)

3-38 INVESTIGATING ETHNIC SELF-LABELS AND THEIR EMOTIONAL

AFFECT AMONG LATINX EMERGING ADULTS

Hugo Salazar, Tissyana Camacho (California State University, Northridge)

3-39 ASSOCIATIONS BETWEEN RACIAL MICROAGGRESSIONS,

CRITICAL CONSCIOUSNESS, AND PSYCHOLOGICAL DISTRESS

Lianelys Cabrera Martinez, Ivan Carbajal (Oregon State University)

3-40 EMERGING ADULT SOCIAL SUPPORT DURING THE COVID-19

PANDEMIC: CULTURAL CONTEXT AND RESILIENCE

Kathryn Becker-Blease, Joanna DeMeyer, William Green, Jazlyn Mitchell, Micah
Watanabe (Oregon State University)

3-41 DIVERSITY AMONG UNIVERSITY STUDENTS IN THE U.S.: AN

ANALYSIS OF STUDENT ETHNIC GROUP PREFERENCES AND ITS

IMPACT ON CAMPUS DIVERSITY

Joseph Pang, Diana Olivan (Cal Poly, Humboldt)

3-42 COLLEGE ADJUSTMENT AMONG LATINÉ STUDENTS: A GENDER

COMPARISON

Marianna Amato (San Diego State University)

3-43 VALIDATION OF A NEW MEASURE OF INDEPENDENT AND

INTERDEPENDENT IDENTITY

'Oscar A. Baldelomar, 'Grace Kim, 'Nathany Grace Kadiman, 'Thea Wong, 'Lucy
(Yea Yen) Kim, 'Sofia Corey ('Biola University, 'Rosemead School of Psychology)

3-44 EXAMINING MARGINALIZED PEOPLE'S RESPONSES TO IN-GROUP VS OUT-GROUP MEMBERS WHO DENY SYSTEMIC OPPRESSION
Benjamin Aguilera, Maria Velasco, Donna Garcia (California State University, San Bernardino)

3-45 AN EXPLORATION OF UNDOCUMENTED LATINX STUDENTS' NAVIGATION OF HOME AND US CULTURES
Christine Yeh, Erin Serrano (University of San Francisco)

3-46 EFFECT OF SELF-CONSTRUALS ON CONFLICT MANAGEMENT STYLES AND LEVELS OF GENERAL ANXIETY AND WORKPLACE ANXIETY
Natalie Hidaka (Alliant International University)

3-47 THE RELATIONSHIP OF MARITAL AND PARENTAGE STATUS AND COVID SAFETY BEHAVIORS
Yuanzhi Qin, Blanca S. Pineda, Wen Guo, Ricardo F. Muñoz (Palo Alto University)

3-48 THE ROLES OF SOCIAL SUPPORT IN LIFE SATISFACTION BETWEEN COUNTRIES WITH DIFFERENT LEVELS OF INDIVIDUALISM
Charisma Baxter, Leenie Hem, Kyle DiLorenzo, Kayla Strever, Melissa McDermott, Greg Kim-Ju (California State University, Sacramento)

3-49 PREDICTORS OF WILLINGNESS TO SEEK PSYCHOLOGICAL TREATMENT AMONG CHINESE INTERNATIONAL STUDENTS IN THE U.S.
¹Hengjia Jian, ²Mark MacMillin, ³Gilly Koritzky (¹The Chicago School of Professional Psychology, ²The Chicago School of Professional Psychology, Irvine (ASPP), ³The Chicago School of Professional Psychology, Anaheim)

3-50 CROSS-REGIONAL NARCISSISM ABSTRACT
Christina Fischer, Erica Baranski (California State University, East Bay)

3-51 THE RELATIONSHIP BETWEEN LONELINESS AND PROBLEMATIC VIDEO GAME USE AMONG AN INTERNATIONAL SAMPLE
¹Colin Ring, ¹Dorie-Mae Nicolas, ²Jenny Lee, ¹Holly Morrell (¹Loma Linda University, Department of Psychology, ²Utah Tech University)

3-52 STUDYING CHILD DEVELOPMENT THROUGH A SERVICE-
LEARNING PROJECT WITH MAYA CHILDREN

Samrana Hassan, Melissa Andrade, Derrick Pham, Andres Licea, Yuliana Fernandez,
Lucia Alcalá (California State University, Fullerton)

3-53 A LOOK AT SHORT-TERM SERVICE-LEARNING STUDY ABROAD
PROGRAMS AND ITS IMPACT ON STUDENT DEVELOPMENT

Melissa Andrade, Yuliana Fernandez, Derrick Pham, Samrana Hassan, Andres Licea,
Lucia Alcalá (California State University, Fullerton)

3-54 INFORMAL STEM LEARNING DURING THE COVID-19
PANDEMIC: LESSONS FROM AN INDIGENOUS COMMUNITY

Lucia Alcalá, Deira Jimenez, Yuliana Fernandez, Samrana Hassan, Melissa Andrade
(California State University, Fullerton)

PAPER SESSION

11:30 AM - 12:30 PM Meeting Room 1

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Chair: Brian Parry (Colorado Mesa University)

11:33 MICROAGGRESSIONS IN THE WORKPLACE: THE EFFECT OF
GENERATIONAL GROUP MEMBERSHIP ON WORKPLACE TREATMENT
AND JOB PERFORMANCE

Brian Parry (Colorado Mesa University)

Chair: Brian Parry (Colorado Mesa University)

11:52 EMPLOYEE COMPLIANCE WITH INFORMATION SECURITY
POLICIES: IMPLICATIONS FOR BUSINESS SURVIVAL AMONG SMES

¹Seung Paek, ²Julak Lee, ³Seung Woo Son (¹California State University, East Bay,
²Chung-Ang University)

12:11 FOCUSED RECIPROCAL PEER COACHING: A TEST OF PERSONAL
GROWTH, SKILL BUILDING, AND PSYCHOSOCIAL SUPPORT ON
OVERALL RECIPROCAL PEER COACHING SATISFACTION

DISTINGUISHED SYMPOSIUM

11:30 AM - 01:00 PM Ballroom

INTRODUCING CHIRP – A COGNITIVE HEALTH INITIATIVE RESEARCH PARTNERSHIP FOCUSED ON STUDENT ENGAGEMENT AND LARGE-SCALE RESEARCH OPPORTUNITIES

¹Aaron R. Seitz, ²Susanne M. Jaeggi (¹University of California, Riverside, ²University of California, Irvine)

Chair: Jason Reimer (California State University, San Bernardino)

We will introduce and discuss a new Cognitive Health Initiative Research Partnership (CHIRP) with a vision to create a community of citizen scientists who work together on large-scale, open science projects that answer key questions that advance health and well-being. Founded by the UCR Brain Game Center for Mental Fitness and Well-being and the Working Memory and Plasticity Lab, and in partnership with the Neuromatch Academy, we seek to establish partnerships between researchers, students, and community members to facilitate and diversify open science. Core to this mission is to engage diverse students and provide them with mentored experiences and collect, analyze and present data with the opportunity to contribute original ideas to research. The session will include presentations on the need for CHIRP, initial research projects, and an open forum to answer questions and discuss opportunities.

Biographies

Aaron Seitz, is Director of the Brain Game Center for Mental Fitness and Well-being is a well-established investigator and internationally recognized as expert on mechanisms, measurement and plasticity of perceptual and cognitive processes using behavioral, computational and neuroscientific methodologies. He has a broad academic training, with a BA in theoretical mathematics, Ph.D. in computational neuroscience, postdoctoral work in systems neuroscience, and as a Research Assistant Professor concentrated on human psychophysics and neuroimaging and is now a full professor at the intersection of Psychology, Neuroscience, Game Design, and Rehabilitation Sciences. His current work seeks to advance both basic and applied sciences, where at the Brain Game Center he develops and disseminates novel tools to understand and train cognitive processes and shares these to advance open science.

Susanne M. Jaeggi is a Professor in Education and Cognitive Science at the University of California, Irvine where she directs the Working Memory and Plasticity Lab. She is also a Fellow at the UCI Center for the Neurobiology of Learning and Memory. She received Ph.D.s in Cognitive Psychology and Neuroscience, as well as a 'Habilitation' degree in Psychology from the University of Bern in Switzerland, and she conducted postdoctoral work at the University of Michigan. She studies individual differences in working memory, executive control, and related cognitive functions, as well as their malleability across the lifespan. Because of the relevance of those cognitive functions in educational settings and daily life, her major work has focused on the extent to which working memory and executive control can be improved with both, experience and targeted training. Her current work is funded by the National Institute of Health (NIA, NIMH) and the Advanced Education Research and Development Fund (AERDF; EF+Math Program).

DISTINGUISHED SPEAKER

12:00 PM - 01:00 PM Exhibition Hall D - Continuing Education Available

ADDRESSING HEALTH DISPARITIES AMONG AMERICAN INDIAN AND ALASKA NATIVE YOUNG PEOPLE

Elizabeth D'Amico (Rand Corporation)

Chair: Holly Morrell (Loma Linda University)

American Indian/Alaska Native (AI/AN) people suffer numerous health disparities, including high rates of alcohol and other drug use (AOD) and poorer mental health. According to the U.S. Census, more than 75% of AI/AN people live in urban areas. Unique risk factors may predispose urban AI/AN adolescents and emerging adults to use AOD including experiences of acculturative stress directly and indirectly associated with historical trauma. Dr. D'Amico will discuss several projects that address health disparities among AI/AN young people and specific interventions that she has developed with colleagues and the community to address them. She will provide examples of how our team incorporates extensive community input and feedback from our Elder Advisory Boards into the interventions to ensure that content is both culturally and developmentally appropriate. Overall, findings highlight the important roles of resilience and cultural pride in the prevention of AOD use and suicide among AI/AN young people.

Biography

Elizabeth D'Amico is a senior behavioral scientist at the RAND Corporation, a licensed clinical psychologist, and Adjunct Professor at UCLA. She is nationally recognized for her work developing, implementing, and evaluating interventions for young people that address alcohol and drug use and mental health. She is a member of the Motivational Interviewing Network of Trainers (MINT) and has developed and evaluated MI interventions for young people in teen court, middle schools, homeless shelters, and primary care. She has also developed MI interventions for Native American adolescents and emerging adults in urban settings that integrate traditional healing practices. She has a new project to address alcohol use and suicide among Alaska Native young people in Alaska by helping them identify cultural protective factors. D'Amico has received the Mentor of the Year award at RAND twice, in 2009 and 2018, for her work mentoring junior and mid level investigators. She was made a fellow of the American Psychological Association for Division 50 (Society of Addiction Psychology) in 2016 to recognize her work in the field of addiction. D'Amico received her Ph.D. in clinical psychology from the University of Texas.

POSTER SESSION 4

12:30 PM - 01:45 PM Exhibition Hall A/B

EVALUATION MEASUREMENT/APPLIED PSYCHOLOGY

4-1 THE THREE-FACTOR MODEL OF CLIMATE CHANGE HOPE SCALE WAS A GOOD FIT FOR ADULTS AS WELL AS ADOLESCENTS

Yuhan Bi, Victoria Angulo, Michal Newhouse-Van Vlerin, Orei Odents, Kim Barchard (University of Nevada, Las Vegas)

4-2 THE LEARNING DISABILITIES BELIEF SCALE: DEVELOPMENT AND PILOT VALIDATION

Remus Mitchell, William Marelich (California State University, Fullerton)

4-3 AN ITEM RESPONSE THEORY ANALYSIS OF THE BELIEF IN CONSPIRACY THEORIES INVENTORY

Cameron Stuart Kay (University of Oregon)

4-4 THE LGBTQ+ LONELINESS SCALE: VALIDITY EVIDENCE FROM EXPLORATORY FACTOR ANALYSES

Kaylena Mann (California State University, Channel Islands)

4-5 PREDICTING INFANT BODY POSITION IN NATURALISTIC ENVIRONMENTS USING INERTIAL SENSORS

Maximilian Tang, Hailey Rousey, Chuan Luo, John Franchak (University of California, Riverside)

4-6 A COMPARISON OF MULTIDIMENSIONAL ITEM RESPONSE THEORY METHODS FOR RESPONSE STYLES

Jared Block, Amanda K. Montoya (University of California, Los Angeles)

4-7 PSYCHOMETRIC EVALUATION OF THE SELF-CARE ASSESSMENT WORKSHEET AMONG MENTAL HEALTH PROVIDERS

Danica Lewis, Julee La Mott, Jenna Nguyen, Luci Martin (University of La Verne)

4-8 EXPLORING THE FACTOR STRUCTURE OF CLIMATE-FRIENDLY PURCHASING CHOICES

Julissa Martinez, Jin Qian, Maximilian Sinclair, Yuhan Bi, Kim Barchard (University of Nevada, Las Vegas)

4-9 PROTECTION FOR UNDERGRADUATE RESEARCHERS

Angelina Garcia (California Lutheran University)

4-10 EXTENDING MEDIATION ANALYSIS TO WITHIN-SUBJECTS DATA WITH DICHOTOMOUS OUTCOMES

Nickie Yang, Jessica Fossum, Amanda K. Montoya (University of California, Los Angeles)

4-11 PARTICIPANTS WHO REPORT RECENT BINGE-DRINKING SHOW GREATER WORKLOAD (VIA THE NASA-TLX) BUT NO PERFORMANCE DIFFERENCE COMPARED TO NON-BINGE-DRINKERS ON THE TRAIL MAKING TEST

¹Sarah Omachi, ¹Oliver Hatch, ¹Hannah Agbaroji, ¹Rodrigo Bos, Hannah Van Den Thillart, ¹Estefania Valencia, ¹Kieren Kishnani, ¹Mia Mary, ¹Nicholas Kantarjian, ¹Natasha Khalil, ¹Saryana Pekler, ²Matthew Wright, ³David Moore, ¹David Hardy (Loyola Marymount University, ²Los Angeles Biomedical Research Institute, ³University of California, San Diego)

4-12 ARE THERE DIFFERENCES IN THE UNDERSTANDING OF STATISTICAL VERSUS PRACTICAL SIGNIFICANCE AMONG UNDERGRADUATE PSYCHOLOGY STUDENTS?

Nicole Talarico, Andrea Sell, Jamie Bedics, Amanda ElBassiouny (California Lutheran University)

4-13 FEASIBILITY OF VIDEO ECOLOGICAL MOMENTARY ASSESSMENT FOR MEASURING INFANT BEHAVIOR

Yushan Guo, Maximilian Tang, John Franchak (University of California, Riverside)

4-14 LASSO WITH CATEGORICAL PREDICTORS: IMPACT OF CODING STRATEGY ON VARIABLE SELECTION AND PREDICTION

Yining Tang, Yihuan Huang, Tristan Tibbe, Amanda K. Montoya (University of California, Los Angeles)

4-15 THE CLIMATE CHANGE ACTION INVENTORY: RELIABILITY AND VALIDITY

Kim Barchard, Cassandra Hoffman, Orei Odents, Kai Okagawa, Yuhan Bi, Joshua Galloway (University of Nevada, Las Vegas)

4-16 EXAMINING THE FACTOR STRUCTURE OF THE CLIMATE CHANGE HOPE SCALE: A CONFIRMATORY FACTOR ANALYSIS

Julissa Martinez, Kim Barchard (University of Nevada, Las Vegas)

4-17 THE EFFECTIVENESS OF DUAL-TASK TRAINING IN IMPROVING BALANCE, STRENGTH, AND EXECUTIVE FUNCTION OF COMMUNITY-DWELLING OLDER ADULTS (**AWARD WINNER**)

Emma Rosas, Mehily Mandal, Trong Pham, Vennilla Krishnan, Young-Hee Cho (California State University, Long Beach)

4-18 USING ITEM RESPONSE THEORY ESTIMATES TO DESCRIBE DIFFERENTIAL ITEM FUNCTIONING WITHIN THE GENERALIZED GROUP ATTITUDES SCALE

Brandin Ali, Kathleen Preston (California State University, Fullerton)

4-19 ALCOHOL CONSUMPTION ASSOCIATED WITH INCREASED WORKLOAD IN COLLEGE STUDENTS

'Oliver Hatch, Hannah Van Den Thillart, 'Hannah Agbaroji, 'Sarah Omachi, 'Rodrigo Bos, 'Estefania Valencia, 'Kieren Kishnani, 'Mia Mary, 'Nicholas

Kantarjian, ¹Natasha Khalil, ¹Saryana Pekler, ²Matthew Wright, ³David Moore, ¹David Hardy (¹Loyola Marymount University, ²Los Angeles Biomedical Research Institute, ³University of California, San Diego)

4-20 PERSPECTIVES ON SPIRITUALITY WITH FOCUS ON SELF-DETERMINATION THEORY: AN EXPLORATORY STUDY

¹Daniel Berumen, ²Andres Garcia-Penagos (¹California State University, Chico, ²California State University, Chico / Assistant Professor of Psychology)

4-21 ENGAGING STUDENTS INTO IMMERSIVE AUGMENTED REALITY RESEARCH TRAINING AT A MINORITY SERVING INSTITUTION (MSI): LESSONS LEARNED ON RECRUITMENT AND RETENTION

Ana Patino, Jeremy Argueta, Jazlyn Armendariz, Gerard Samson, Elizabeth Matz (California State University, Northridge)

4-22 INCREASING OUR UNDERSTANDING OF PERSONS AND THEIR EXPERIENCES: THE ZEN METHOD OF NO-METHOD

Allyson Washburn (National University)

4-23 PSYCHOMETRIC VALIDATION OF MEASURES OF ADDICTION AND COGNITION ADAPTED FOR VIDEO GAME USE

¹Colin Ring, ²Jenny Lee, ¹Dorie-Mae Nicolas, ¹Holly Morrell (¹Loma Linda University, Department of Psychology, ²Utah Tech University)

4-24 THE RESILIENCE IN STUDENTS POST COVID-19

Mia Pintado (University of La Verne)

4-25 THE EFFECTS OF BURNOUT AND THE NUMBER OF HOURS WORKED

Mia Pintado (University of La Verne)

4-26 DEVELOPMENT OF A NOVEL SEXUAL DECISION-MAKING TASK TO MEASURE TOLERANCE TO DELAYED CONDOM ACCESS

Emily Mansilla, Kobi Bledsoe, Patrick Johnson (California State University, Chico)

4-27 DO BELIEFS ABOUT AUTISM AND PARENTING STYLE HAVE AN IMPACT ON THE USE OF ABA THERAPY?

Abigail Ross (Woodbury University)

4-28 ASSESSING THE BIAS-CORRECTED BOOTSTRAP IN MISSING DATA METHODS FOR THE INDIRECT EFFECT

Tristan Tibbe, Amanda K. Montoya, Catherine Crespi, Craig Enders (University of California, Los Angeles)

4-29 WITHIN-SUBJECTS MEDIATION ANALYSIS WITH A MULTICATEGORICAL INDEPENDENT VARIABLE

Alondra Cruz, Amanda K. Montoya (University of California, Los Angeles)

4-30 THE EFFECT OF THE PLANNED ACTIVITIES TRAINING CHECKLIST ON PARENTING SKILLS

Keeley Bryant, Addison Bryant, Winter Smith (Oregon Institute of Technology)

4-31 THE VALIDATION OF A MEASURE OF PLURALISTIC ORIENTATION AMONG ADOLESCENTS

Adina Corke, Amanda Tarin, Shelby Abrahamian (California State University, Fullerton)

4-32 CAMPUS COMMUNITY PARTICIPATORY ENTERTAINMENT-EDUCATION STIGMA REDUCTION: IMPLEMENTATION EVALUATION

Fabiola Amaya Reyes, Jordan Kozuki, Megan Morillas, Christine Edmondson (California State University, Fresno)

4-33 PSYCHOLOGICAL RESPONSES AND WORRIES OF COLLEGE STUDENTS DURING A PANDEMIC: HOW INSTITUTIONS MIGHT SUPPORT RESILIENCY

Suzanne Hawley (Wichita State University)

4-34 OUTREACH FOR SUICIDE PREVENTION: DELIVERING EVIDENCE-BASED TRAINING TO MULTIPLE TARGET POPULATIONS WITH INTERSECTORAL COLLABORATIONS

Suzanne Hawley (Wichita State University)

4-35 CHOOSING SIMULATION STUDY PARAMETERS FROM CURRENT PRACTICES

¹Jessica Fossum, ²Amanda K. Montoya (¹Seattle Pacific University, ²UCLA)

4-36 SYSTEMATIC REVIEW OF MEASUREMENT TOOLS USED TO EVALUATE INCLUSIVE EARLY CHILDHOOD EDUCATION PROGRAMS FOR CHILDREN WITH AUTISM

¹Jordan Albright, ²Veenavi Warnakulasooriya Fernando, ³Melanie Pellecchia, ⁴Leann

DaWalt, ⁵Lindee Morgan, ¹Allison Jobin (¹University of Pennsylvania, ²California State University, San Marcos, ³University of Pennsylvania, Perelman School of Medicine, ⁴University of Wisconsin-Madison, Waisman Center, ⁵Emory University School of Medicine)

4-37 LIVED EXPERIENCE, PERSON-FIRST CINEMA, AND SUPPORTIVE BEHAVIOR EDUCATION ON MENTAL ILLNESS STIGMA REDUCTION
Jordan Kozuki, Christine Edmondson (California State University, Fresno)

4-38 FAMILY CHILD CARE PROVIDERS: CAREGIVERS' KNOWLEDGE ABOUT CHILDREN'S DEVELOPMENT AND MENTAL HEALTH
Serena Nuber, Holli Tonyan (California State University, Northridge)

4-39 VIDEO GAMES AND WHY WE PLAY THEM
Christopher Raheb (Saddleback College)

4-40 UNDERGRADUATE STUDENTS' EXPERIENCES AND EVALUATIONS OF A COMPUTER SCIENCE SUMMER RESEARCH PROGRAM
Gino Galvez, Shannon Haddad, Marcel Kirst, Sophie Pham, Nick Loveland (California State University, Long Beach)

4-41 FIGHTING MISINFORMATION ON SOCIAL MEDIA WITH CREDIBILITY EVALUATION
Yao Yao (University of Southern California)

4-42 THE IMPACT OF TRANSPORTATION ON THE STIGMA OF MENTAL ILLNESS IN FILM
Gladys Zamora, Christine Edmondson (California State University, Fresno)

4-43 THE EFFECT OF MOBILE ATTACHMENT ON LONELINESS AND SOCIAL CAPITAL
Rafaela Gonçalves, Sarah Arpin (Gonzaga University)

4-44 THE IMPACT OF SELF-COMPASSION AND SHAME ON EMOTIONAL EXPRESSIVENESS
Michelle Kainz, Chloe Kim, Alyxe Tamaki, Stacy Eltiti (Biola University)

4-45 HOW EXERCISE ADDICTION IMPACTS EATING ANXIETY AND SNACKING BEHAVIORS
Qi Shen (University of Southern California)

4-46 AGEISM & EMPLOYABILITY

Michelle Benavides, Kaitlin Jensen (University of La Verne)

4-47 THE ADVANTAGES OF WORKING AS COLLEGE STUDENT:
CAREER READINESS COMPETENCIES

Ciara Freitas, Rachel August, Anfisa Pashetov (California State University,
Sacramento)

4-48 EMPLOYED COLLEGE STUDENTS: CONFIDENT AND TAKING
ACTION RELATED TO FUTURE CAREERS

Anfisa Pashetov, Rachel August, Ciara Freitas (California State University,
Sacramento)

4-49 THE GLOBAL PANDEMIC AND ITS EFFECT ON BURNOUT FROM
REMOTE WORK

Nathan Iverson, Lindsay Gonzalez, Joshua Fuller (California Baptist University)

4-50 AFTER-HOURS AVAILABILITY EXPECTATIONS FOR E-WORK
COMMUNICATIONS AND WELL-BEING: DOES PSYCHOLOGICAL
SAFETY AND STATUS MATTER?

Cindy Li, Larissa (Lacie) Barber (San Diego State University)

4-51 NEEDS ASSESSMENT OF TRAINING FOR MANAGERIAL
PERFORMANCE FEEDBACK

Oriel Strickland, Capreesa Pilgrim (California State University, Sacramento)

4-52 THE ROLE OF NONVERBAL BEHAVIOR IN OUR PERCEPTIONS OF
POTENTIAL COLLABORATORS

CJ Tadros, Kayla Queen, Avery Paez, Laine Misaka, Katrina Lee, Sophia Wallace,
Tara Gruenewald (Chapman University)

4-53 THE EFFECT OF JOB SKILL LEVEL ON PERCEIVED WORK-ROLE
FIT

Joshua Fuller, Yun Shan Tai, Amy Tran (California Baptist University)

4-54 IMPROVING ON-BOARDING VOLUNTEERS AT THE AQUARIUM
OF THE PACIFIC BY IMPROVING USABILITY OF ONLINE TRAINING

¹Jonathan Cantera, ¹Kyle Phillips, ²Donna Chinn, ²Cassandra Davis, ¹Gerry Hanley
(¹California State University, Long Beach, ²Aquarium of the Pacific)

4-55 THE ROLE OF ORGANIZATIONAL STRUCTURE IN WOMEN'S LEADERSHIP ASCENSION

Leslie L. Trainor (Claremont Graduate University)

4-56 IDENTIFYING STRUCTURAL IMPEDIMENTS TO EQUITY FOR WOMEN'S LEADERSHIP ASCENSION: DEVELOPMENT AND VALIDATION OF AN ORGANIZATIONAL EQUITY AUDIT

Leslie L. Trainor (Claremont Graduate University)

4-57 SOCIAL ROLE VALORIZATION AND THE DIRECT SUPPORT PROFESSIONAL

Lori Dotson, Stacy Daniels (Institute for Applied Behavior Analysis)

4-58 DEPRESSION AND ISOLATION AMONG RELIGIOUS/SPIRITUAL FIRST RESPONDERS IN A RESIDENTIAL TREATMENT PROGRAM

Colin Simsarian, Roshni Joseph, Sam Loomis, Bruce Bongar (Palo Alto University)

4-59 INSPIRATION WITHIN LEADERS: LEADERS CAN INSPIRE BUT ARE THEY INSPIRED?

John Dulay, Ashley Munoz, Michael Wood, Melissa Castro, Emily McCormick (California State University, Long Beach)

4-60 FUTURE-SELF CONTINUITY MAY MEDIATE THE RELATIONSHIP BETWEEN JOB LOSS AND NEGATIVE MENTAL HEALTH OUTCOMES

¹Sarah Andrusier, ²Sarah Smith, ³Sofie Glatt, ³Chynna Levin, ⁴Yosef Sokol (¹VISN 2 Mental Illness Research, Education and Clinical Center (MIRECC), ²Touro University, ³James J. Peters Veteran Affairs Medical Center, ⁴Veteran Affairs)

SYMPOSIUM

12:30 PM - 02:00 PM Raincross Ballroom C&F - Continuing Education Available

ANIMAL BEHAVIOR: INSIGHTS INTO THE EVOLUTION OF THE MIND

¹Jay Schwartz, ²Walter Herbranson, ³Zoe Johnson-Ulrich, ⁴Carolina Montenegro, ⁵Mark Krause (¹Western Oregon University, ²Whitman College, ³Eastern Oregon University, ⁴The Evergreen State College, ⁵Professor/Southern Oregon University)

Much of humans' evolutionary history is shared with other animal lineages; humans have been evolving independently for a relatively short period of time. Many aspects of human motivation, behavior, and cognition have been shaped by evolutionary processes that occurred before that divergence, and thus the legacy of those evolutionary processes can be seen not only in modern humans but also in other species. This symposium explores those processes by highlighting a diverse range of research programs focused on animal behavior and cognition conducted by psychology faculty across the Western United States. Areas of focus include (1) emotional communication in monkeys and humans, (2) gambling-like behavior in pigeons, (3) innovative problem-solving in Carnivora, (4) individual recognition in black-capped chickadees, and (5) pointing and joint attention across a wide array of taxa. Together, these presentations illustrate how research into animal behavior can further scientific understanding of cognition and motivation, and the evolution thereof.

THE EVOLUTION OF EMOTIONAL COMMUNICATION: ANIMAL VOCAL EXPRESSION AND HUMAN PERCEPTION Jay W. Schwartz (Western Oregon University)

PIGEONS (COLUMBA LIVIA) PREFER TO GAMBLE ON A THREE-REEL SLOT MACHINE OVER AN ALTERNATIVE THAT YIELDS MORE FREQUENT REINFORCEMENT Walter T. Herbranson (Whitman College)

THE EVOLUTION OF INNOVATION IN CARNIVORA Zoe Johnson-Ulrich (Eastern Oregon University)

BLACK-CAPPED CHICKADEES (POECILE ATRICAPILLUS) CAN IDENTIFY INDIVIDUAL FEMALES BY THEIR SONGS Carolina Montenegro (The Evergreen State College), W. D. Service, E. N. Scully, S. K. Mischler, K. A. Campbell (University of Alberta), & C. B. Sturdy (Neuroscience and Mental Health Institute, University of Alberta)

THE COMPARATIVE PSYCHOLOGY OF POINTING AND JOINT ATTENTION IN HUMAN AND NONHUMAN ANIMALS Mark Krause (Southern Oregon University)

PAPER SESSION

12:45 PM - 01:45 PM Meeting Room 2

FAMILIES

Chair: Soeun Park (California State Polytechnic University, Pomona)

12:48 THE RACE TALK WITH FAMILY – IT’S A PROCESS: IMMIGRANTS
YOUNG ADULTS OF COLOR’S REFLECTIONS

¹Soeun Park, ²Daniela Angel, ³Bianca Frausto (¹California State Polytechnic
University, Pomona, ²California State University, Bakersfield)

13:02 FAMILIES, SCHOOLS & COMMUNITY ENGAGED TOGETHER
(FASCET): A SCHOOL-BASED CRM INTERVENTION TO SUPPORT
EMOTIONAL REGULATION AND WELLNESS

John Lou (Loma Linda University)

13:16 QUALITATIVE DIFFERENCES IN PARENTAL SUPPORT AND LINKS
TO ACADEMIC ADJUSTMENT AMONG MEDICAL STUDENTS

¹Elisha Arnold, ²Brenda Rincon, ¹Jailene Cruz, ³Jannire Ambriz, ²Samira Galvan,
²Daisy Camacho- Thompson, ¹Diamond Bravo (¹University of California, Riverside,
²California State University, Los Angeles)

13:30 AN EXPLORATION OF FATHER-CHILD TIME SPENT OUTDOORS
ON FATHER IDENTITY

¹Dina Izenstark, ²Iryna Sharaievska, ¹Vaishnavi Sunkari (¹San Jose State University/
Child and Adolescent Development Department, ²Clemson University/College of
Behavioral, Social, and Health Sciences)

SOCIAL - CHIRP RECEPTION

01:00 PM - 02:00 PM Ballroom

CHIRP RECEPTION

Chair: Aaron R. Seitz (University of California, Riverside)

CHIRP Reception -have a cup of coffee and a cookie and discuss our Cognitive
Health Initiative Research Partnership focused on student engagement and large-
scale research opportunities!

SYMPOSIUM

01:00 PM - 02:00 PM Raincross Ballroom A&D

INVESTIGATING THE ROLE OF FAMILY AND COMMUNITY RESOURCES AMONG MEDICAL STUDENTS IN CUBA

¹Diamond Bravo, ²Brenda Rincon, ³Maria de Jesus Elias, ³Betsy Centeno (¹University of California, Riverside, ²Virginia Commonwealth University, ³San Francisco State University)

Cuba has been recognized for its success in supporting underrepresented students worldwide in completing medical school. Cuba's medical training, which centers on community-level engagement, is a largely untapped resource for promoting culturally-salient protective conditions and processes that may support the recruitment and retention of underrepresented student populations. Paper one investigated the role of mentorship, changes in support among family and community during the transition to medical school, and links to student adjustment (i.e., belongingness, academic expectations). The second paper examined how belongingness mediated associations between family relationships and academic performance, underscoring the context of gender and family legacy in medicine. Lastly, paper three explored qualitative gendered experiences regarding students' relationships with family and community during medical school. The studies showcase the value of family and community relationships, an understudied topic in medicine. Findings from this symposium provide important insights for enhancing supportive retention efforts among diverse and underrepresented medical students.

SOCIAL SUPPORT AND ADJUSTMENT AMONG MEDICAL STUDENTS IN CUBA Brenda Rincon (University of California, Riverside), Elisha Arnold (University of California, Riverside), Alexis Meza (New York University), Daisy Camacho-Thompson (California State University, Los Angeles), Diamond Bravo (University of California, Riverside)

FAMILY AND COMMUNITY SUPPORT CHANGES ACROSS THE TRANSITION TO MEDICAL SCHOOL IN CUBA Betsy Centeno (San Francisco State University), Elisha Arnold (University of California, Riverside), Jannire Ambriz (University of California, Riverside), Daisy Camacho-Thompson (California State University Los Angeles), Diamond Bravo (University of California, Riverside)

FAMILY RELATIONSHIPS AND ACADEMIC PERFORMANCE VIA BELONGINGNESS AMONG CUBAN MEDICAL STUDENTS: EXAMINING FAMILY LEGACY AND SEX AS MODERATORS María de Jesús Elias, Arlenis Santana, Chelsea Williams, Fantasy Lozada, Rosalie Corona, Terri Sullivan (Virginia Commonwealth University), Daisy Camacho-Thompson (California State University Los Angeles), Diamond Bravo, (University of California, Riverside)

DISTINGUISHED SPEAKER

01:00 PM - 02:00 PM Exhibition Hall C - Continuing Education Available

WORKING TOGETHER: LEVERAGING FAMILIES AND COMMUNITIES TO IMPROVE BEHAVIORAL HEALTH OUTCOMES IN CHILDREN WITH DEVELOPMENTAL DISABILITIES

Laura Lee McIntyre (University of Oregon)

Chair: Cameron Neece (Loma Linda University)

Children with developmental disabilities are at heightened risk for developing behavioral health problems, which places them at risk for poor home, school, and community outcomes. This presentation highlights an NIH-funded program of research that involves family-centered interventions to improve behavioral health of children with developmental disabilities, including those from underserved and marginalized background. A series of three randomized controlled trials will be described that draw on samples of young children with developmental disabilities and their caregivers. Findings from these studies support improvements in child behavioral health outcomes and promise for improving parental well-being. Findings will be discussed from a prevention and early intervention lense. Discussion will center on the implementation and uptake of evidence-based interventions, our need for enhanced cultural adaptations to evidence-based interventions, and considerations for remote and digital interventions to support this population.

Biography

Laura Lee McIntyre is the Interim Dean of the College of Education and Castle-McIntosh-Knight Professor at the University of Oregon. Dr. McIntyre's research focuses on children's mental and behavioral health, special education, and prevention and intervention to promote child and family well-being in vulnerable and underserved populations. She is known for her work in early childhood, autism,

family-centered interventions, and family-school partnerships for children with disabilities. Professor McIntyre is a Board Certified Behavior Analyst (BCBA), certified school psychologist, and licensed psychologist. She has professional experiences in both school and hospital settings. Prior to joining the faculty at the University of Oregon, Laura Lee McIntyre was a faculty member in the Psychology Department at Syracuse University and an affiliated faculty member in the Center for Development, Behavior, and Genetics in the Department of Pediatrics at SUNY Upstate Medical University.

DISTINGUISHED SPEAKER

02:00 PM - 03:00 PM Exhibition Hall D - Continuing Education Available

LANGUAGE MATTERS

Teenie Matlock (University of California, Merced)

Chair: Kendal Boyd (Loma Linda University)

Language is a fundamental part of being human. People are constantly communicating with others, through spoken or signed words and phrases, through written text, through gesture, through eye movements, through art and music, and through the manipulation of physical objects. Some of communication is literal, but much of it is metaphorical. This presentation will cover some highlights of Teenie Matlock's work on the power of non-literal words and phrases in everyday language, especially how people use and understand metaphor in real world contexts, including in discourse about time, math, the internet, and other abstract things, and in discourse about politics, health, climate change, and other societal matters. The goal is to show how metaphor can dramatically influence how people think and behave.

Biography

Dr. Teenie Matlock is a cognitive scientist who studies how language influences thought. Much of her work focuses on the use of metaphor in everyday communication, especially when it refers to abstract or challenging topics, for instance, climate change, politics, disease, and technology. After completing her Ph.D. in Psychology at UC Santa Cruz and postdoctoral training at Stanford University, she was hired as Founding Faculty at UC Merced, where she led the efforts to create the Cognitive

and Information Sciences department and went on to serve as the McClatchy Chair of Communications. In her career, Matlock has held various leadership positions, including the Vice Provost for Academic Personnel at UC Merced and the Chancellor's Advisor at UC Santa Cruz, and has actively engaged in equity and inclusive work. She has received awards for distinction in research, undergraduate teaching, faculty mentoring, and leadership. Recently, she received the Jeffrey L. Elman Prize for Scientific Achievement and Community Building. Over the years, Matlock has authored over 100 articles; served on various editorial boards, including Environmental Communication and Cognitive Science; served on the Cognitive Science Society governing board; and was a standing member of the NIH Language and Communication (LCOM) study section. Matlock is an active member of the American Indian Council of Mariposa County.

CONVERSATION HOUR WITH BELINDA CAMPOS

2:00 PM - 3:00 PM Meeting Room 2

Biography

Belinda Campos is Professor and Chair of the Department of Chicano/Latino Studies at UC Irvine, as well as an affiliate of the School of Medicine PRIME-LC Program and the Department of Psychological Science. Dr. Campos studies factors that promote high quality relationships, with a particular focus on understanding how sociocultural context shapes relationship experiences in ways that benefit health. The findings of her work show that sociocultural contexts that emphasize prioritizing others before the self (e.g., Latino and East Asian) can be beneficial for relationships and protective of health. This work is recognized for generating novel insights that advance scientific understanding of culture, positive emotions, relationships, and the link of relationships with health.

PAPER SESSION

02:00 PM - 03:00 PM Meeting Room 1

MULTICULTURAL ISSUES

Chair: Ariel Guicheng Tan (University of California, Irvine)

14:03 CAN BICULTURALISM IMPROVE INTERGROUP BIAS?

Ariel Guicheng Tan (University of California, Irvine)

14:17 THE EFFECTS OF CULTURAL FACTORS ON INFORMATION PROCESSING PERFORMANCE IN IMMIGRANTS FROM THE SOVIET UNION

Kayla Gorenstein, Jill Razani (California State University, Northridge)

14:31 DOES RACIAL DIVERSITY MATTER? HOW RACIAL COMPOSITION IN SOCIAL AND COMMUNITY SETTINGS IS RELATED TO THE PSYCHOLOGICAL EXPERIENCE OF RACIAL MINORITY GROUPS

Charisma Baxter, Emily Krmpotich, Kyle DiLorenzo, Carrissa Ammons, Greg Kim-Ju (California State University, Sacramento)

14:45 MAJOR THEMES IN COPTIC AMERICAN PERCEPTIONS REGARDING BICULTURAL IDENTITY, ACCULTURATIVE STRESS, AND THE ROLE OF MENTAL HEALTH CARE

Veronica Nakla, Mariam Hanna, Marina Zaky, Hannah Jutzy, Maya Boustani (Loma Linda University)

POSTER SESSION 5

02:00 PM - 03:15 PM Exhibition Hall A/B

SEXUALITY, POSITIVE PSYCHOLOGY AND LANGUAGE II

5-1 PREDICTORS OF SEXUAL QUALITY OF LIFE (SQOL) IN WOMEN

Jordan Gutierrez, Alexa Connors, Maia Petrides, Luci Martin (University of La Verne)

5-2 EFFECTS OF RELIGIOUS IDENTITIES ON SEXUAL ATTITUDES AND BEHAVIOR

¹Ella Mayernik, ²Charles Hill (¹La Serna High School, ²Whittier College)

5-3 PERSONALITY, STRESS, AND WELL-BEING; AN EXAMINATION OF MEDIATION WITHIN SEXUAL AND GENDER MINORITIES.

Kobi Bledsoe, Alexander Wong (California State University, Chico)

5-4 SEXUAL ATTITUDES, BEHAVIORS AND RISKS OF BLACK/
AFRICAN AMERICAN AND WHITE/EUROPEAN AMERICAN FEMALE
UNIVERSITY STUDENTS

¹Maia Petrides, ¹Jordan Gutierrez, ¹Luci Martin, ²Mark Vosvick (¹University of La Verne, ²University of North Texas)

5-5 INTERSECTIONAL DISCRIMINATION: EXAMINING MINORITY
STRESS FOR ASEXUALS WITH MULTIPLE MINORITY IDENTITIES

Julien Rouvere, Jason Yi, Maria Guzman, Sarah Fabian, Chelsy Rivera, Kathleen Preston (California State University, Fullerton)

5-6 PSYCHOMETRIC EVALUATION OF THE ESOI USING ITEM
RESPONSE THEORY AND ANALYSIS WITH AN ASEXUAL SAMPLE

Julien Rouvere, Jason Yi, Maria Guzman, Sarah Fabian, Chelsy Rivera, Kathleen Preston (California State University, Fullerton)

5-7 THE BUFFERING EFFECT OF COMMUNITY CONNECTEDNESS:
DOES REJECTION SENSITIVITY MEDIATE THE INDIRECT EFFECT
OF EXPERIENCES OF DISCRIMINATION ON ANXIETY IN SEXUAL
MINORITY INDIVIDUALS?

Xaaran Dolence, Bethany Hermann, Isabel Mullins (Whitman College)

5-8 THE RELATIONSHIP BETWEEN ATTITUDES TOWARD
ONE'S SEXUALITY AND PRESSURES TO CONFORM TO SOCIETAL
EXPECTATIONS

Seris Castillo, Chloe Baaklini, Cesar Ramirez, Alex Xie, Misty Kolchakian (Mt. San Antonio College)

5-9 THE RELATIONSHIP BETWEEN PORNOGRAPHY USE AND
EMPATHY

Dallin Loosli (Eastern Oregon University)

5-10 SEXUAL COMMUNICATION AMONG YOUNG ADULT SIBLINGS
AND SEXUAL HEALTH OUTCOMES

Erika De La Torre, Heidi Riggio (California State University, Los Angeles)

5-11 EXAMINING THE DIFFERENTIAL IMPACTS OF MINORITY
STRESS AND COMING OUT ON WELL-BEING FOR ASEXUALS
THROUGH STRUCTURAL EQUATION MODELING

Julien Rouvere, Jason Yi, Maria Guzman, Sarah Fabian, Chelsy Rivera, Kathleen Preston (California State University, Fullerton)

5-12 ADVERSE CHILDHOOD EXPERIENCES AND ATTACHMENT
STYLE PREDICTING EMOTIONAL ABUSE IN ADULT QUEER
PARTNERSHIPS

Patrick Alcantara, Sarah Fabian, Paloma Arriero, Adina Corke, Jessica Tessler, Kristin Beals (California State University, Fullerton)

5-13 LGBTQ+ HOOKUP CULTURE DURING THE COVID-19 PANDEMIC
Tayler Frausto, Zachary Cayaban, Sunny Nguyen (California State University,
Fullerton)

5-14 EXAMINING THE SOCIAL EFFECTS OF HOMONEGATIVITY ON
SEXUAL ORIENTATION MINORITIES

Donna Beightol, Tabatha Bazzell (University of La Verne)

5-15 ROMANTIC AND PLATONIC INTERPERSONAL
RELATIONSHIP DIFFERENCES IN RELATION TO GENDER AND
HETERONORMATIVITY

Rebecca Auman, Erin Swanson, Heidi McLaughlin (Pacific Lutheran University)

5-16 THE RELATIONSHIP BETWEEN SPIRITUALITY AND RESILIENCE
IN SEX WORKERS: A CASE STUDY

John Park, Taralyn DeLeeuw (California Baptist University)

5-17 VALIDATION OF A QUESTIONNAIRE TO TEST BELIEFS ABOUT THE
ORIGINS OF LGBTQ+ IDENTITIES

¹Natalie Traub, ²John Ruys (¹Mills College at Northeastern University, ²Las Positas College)

5-18 HOW DO YOU FEEL ABOUT SEX? EXPLORING PROTECTIVE
VARIABLES

¹Liliana Garcia, ²Elise M.B. Wilder, ²Oscar Lau, ²Arpine Markosyan, ²Michi Fu (¹Cal Poly Pomona, ²Alliant International University)

5-19 PREVALENCE OF FEMALE SEXUAL FUNCTION DISORDERS IN
THE PRESENCE AND ABSENCE OF SEXUAL ASSAULT

Valerie Sommer, Noelle Mowles (University of La Verne)

5-20 EXAMINING THE ASSOCIATION OF DEPRESSION AND PTSD
SYMPTOMS WITH FEMALE SEXUAL FUNCTIONING

Holly Smith, Jordan Nenni, Alysia Gilman, Damian Morales, Aaron Baker (University of La Verne)

- 5-21 ASSOCIATIONS BETWEEN SEX-EDUCATION SOURCES AND SEXUAL RISK BEHAVIORS AMONG YOUNG ADULTS
Patricia Cabral, Sofia Fretes, Alika Williams, Rebecca Martyn, Mali Abel (Occidental College)
- 5-22 STRESS REACTIVITY IN SAFE-SEX DISCUSSIONS AMONG YOUNG ADULTS
Patricia Cabral, Sofia Fretes, Miya Chinn, Disha Shah, Giselle Rusnak, Kellen Radtkey (Occidental College)
- 5-23 PERCEPTIONS OF SEXUAL RISK BEHAVIOR ACROSS RACIAL/ETHNIC GROUPS
Patricia Cabral, Leslie Garcia, Lucia Sato, Taylor Eng, Andei Fukushima, Sofia Fretes (Occidental College)
- 5-24 PERCEIVED STRESS ASSOCIATED WITH SAFE -SEX DISCUSSIONS AMONG VULNERABLE POPULATIONS OF YOUNG ADULTS BASED ON SEXUAL ORIENTATION AND GENDER
Patricia Cabral, Alika Williams, Emma Ross, Lily Steck, Yareimy Patrocinio, Niccolo Bartone (Occidental College)
- 5-25 EXAMINING GSA PRESENCE, VICTIMIZATION, AND DEPRESSION IN LGBTQ HIGH SCHOOL STUDENTS
Kailey Ladnier, Rachel Cook (California State University, San Bernardino)
- 5-26 BYE BYE BI: DATING DISCRIMINATION IN ONLINE PLATFORMS
Tyler Greening, Kristin Beals, Jessica Tessler, Lex Costello (California State University, Fullerton)
- 5-27 COMPLETING A SHORTENED POSITIVE PSYCHOLOGY COURSE IMPROVES STUDENTS' SUBJECTIVE WELL-BEING AND ACADEMIC ACHIEVEMENT
Kit Cho, Sarah Frizzell (University of Houston, Downtown)
- 5-28 POSITIVE PEDAGOGY: EXPLORING THE IMPACT OF CLASSROOM GRATITUDE LETTERS AS A WELL-BEING AND RELATIONSHIP INTERVENTION
Emily Leslie, Sophie K. Murray, Mary J. Miles, Kim Schaeffer, Alexandra N. Bitter, Max Butterfield (Point Loma Nazarene University)

5-29 SUFFERING AND GOD IMAGE: THE MODERATING EFFECT OF GRATITUDE

¹Michelle Kim, ²John Williams, ³Stacey Eltiti (¹Biola University, ²Rosemead School of Psychology)

5-30 HOW DOES GRATITUDE ENHANCE SUBJECTIVE WELL-BEING?

Alexander Dodson (Eastern Washington University)

5-31 HOW EMOTION REGULATION SUPPORTED COLLEGE STUDENTS' ACHIEVEMENT AND RESILIENCE DURING THE COVID-19 PANDEMIC

Bernard Amofa, Giacomo Bono, Paulina Vinolas (California State University, Dominguez Hills)

5-32 WHEN DOES GRATITUDE MATTER MORE FOR COLLEGE STUDENTS' RESILIENCE AND MENTAL HEALTH?

Paulina Vinolas, Bernard Amofa, Giacomo Bono, Paulina Vinolas (California State University, Dominguez Hills)

5-33 THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC STRESS, SOCIAL SATISFACTION, AND PHYSICAL HEALTH

Lilian Lin, Camille Ng, Nathan Tran, Misty Kolchakian (Mt. San Antonio College)

5-34 IMPACT OF COVID-19 PANDEMIC ON RELATIONS BETWEEN PERSONALITY TRAITS AND LIFE SATISFACTION, HAPPINESS, AND GRATITUDE

¹Marc Wolpoff, ²Jay Von Monteza, ³Rakel Larson (¹Riverside City College, ²California State University, San Bernardino)

5-35 AN ATLAS OF IMAGINATION: CONCEPTUALIZING OF THE CONSTRUCT OF IMAGINATION

Chloe Tanega, Cassandra Vieten (University of California, San Diego)

5-36 LOVINGKINDNESS MEDITATION EXPANDS NON-MEDITATORS' SENSE OF SELF AND IMPROVES EMOTIONAL AFFECT

John Watt, Kim Barchard (University of Nevada, Las Vegas)

5-37 FIRST GENERATION COLLEGE STUDENTS: NAVIGATING THE CONNECTION BETWEEN ACADEMIC SUCCESS & OVERCOMING EDUCATIONAL OBSTACLES

Vyvy Tran, Anthony Be, Monica Dorca, Nuria Maida Safar, Erin Barrett (California State University, Dominguez Hills)

5-38 COMPASSION, RELIGIOUS BELIEFS, AND SPIRITUAL PRACTICES:
THE CASE OF INDIGENOUS ASIAN RELIGIONS

Chang-Ho Ji (La Sierra University)

5-39 GRIT, RESILIENCE, ACADEMIC ACHIEVEMENT, ACADEMIC
HARM, AND SES DURING THE COVID-19 PANDEMIC

Marissa Wenzell, Giacomo Bono (California State University, Dominguez Hills)

5-40 EXPLORATORY ANALYSIS OF THE RELATIONSHIP BETWEEN
DISPOSITIONAL AWE AND SOCIAL MEDIA USE

Ammon Giles, Nathan Lockwood, Shane Robbins, Scott Martin (Brigham Young University, Idaho)

5-41 THINKING VS. FEELING: A REPLICATION STUDY EXAMINING
HOW PEOPLE PRESCRIBE OPTIMISM

Ammon Giles, Shane Robbins, Nathan Lockwood, Scott Martin, Teagan Ross (Brigham Young University, Idaho)

5-42 MODERATORS OF SELF-REPORTED RESILIENCY AMONG
COLLEGE STUDENTS

Declan Bartel (Pacific University)

5-43 FLOW STATES IN ATHLETES AND PERFORMERS

Andrea Laliena, Bailey Thompson, Janeane Hernandez, Yilena Betancourt, Lindsay Gonzalez, Matthew Batherson, Gerardo Brana, Rachael Lewin, Kristin Mauldin (California Baptist University)

5-44 COVID-19 PANDEMIC IMPACT ON CSU, DOMINGUEZ HILLS
STUDENTS

Jennifer Marie Correa, Nasim Karimi, Christian Riley, Jesus Molina, Miguel Perez, Priscilla Arriaga (California State University, Dominguez Hills)

5-45 LEARNING A NOVEL LABEL IN A SECOND LANGUAGE: THE ROLE
OF FUNCTION

Tiffany Lam, Danielle Yabut, Jui Bhagwat (Santa Clara University)

5-46 THE EFFECT OF SOCIAL SKILLS ON CONVERSATIONAL PROSODY
IN A COLLABORATIVE VIRTUAL REALITY MAP TASK

Dorothy Schmidt, Lorin Lachs (California State University, Fresno)

5-47 EFFECT OF THE LANGUAGE USED FOR INSTRUCTION ON
LANGUAGE IDENTIFICATION IN VISUAL-ONLY CONTEXTS

Gladys Zamora, Lorin Lachs (California State University, Fresno)

5-48 DOES LANGUAGE MATTER WHEN EXPRESSING EMOTIONS?

Luiza Triches Rodrigues (La Sierra University)

5-49 WILL A SPEAKER'S USE OF ABSTRACT LANGUAGE
COMMUNICATE POWER AFTER A FIRST IMPRESSION?

John Burke (University of California, San Diego)

5-50 LENDING A HAND: HOW GESTURES AID SPEECH PRODUCTION
DURING EMOTIONAL STORYTELLING

¹Maria José Najas, ¹Aysha Gsibat, ²Katherine White, ¹Lise Abrams (¹Pomona College,
²Rhodes College)

5-51 EFFECTS OF ENGLISH LANGUAGE INSTRUCTION IN THE K-12
SYSTEM: A RETROSPECTIVE STUDY

Monica Miranda, Shanna Davis (Eastern Washington University)

5-52 ASSESSING FRIENDS' SUBJECTIVE UNDERSTANDING
SIMILARITY BY MEANS OF OBJECTIVE LINGUISTIC SIMILARITY
WITHIN DYADIC DISCLOSURES

Genesis Garza Morales, Eleanor Collier, Brent Hughes (University of California,
Riverside)

5-53 EXAMINING THE ROLE OF CONTEXT ON HARARI PROVERB
INTERPRETATION

Sabrina Ibrahim (University of San Francisco)

5-54 EXAMINING COUNTY-LEVEL POLITICAL AFFILIATION IN
ASSOCIATION WITH LANGUAGE USE IN AND SUCCESS OF COVID-19-
RELATED GOFUNDME CAMPAIGNS

Elena Kao, Esther Ascencio (University of California, Irvine)

5-55 USING THE MINT SPRINT TO PREDICT LANGUAGE
PROFICIENCY OF CHINESE-ENGLISH BILINGUALS

Cheng Xu (University of California, San Diego)

5-56 VISUAL CUES OF CONSONANTS AND LEXICAL TONE IN MANDARIN CHINESE

Ryan Pili, Shijia Wang, Hanyue Tang, Yijia Sun, Alan Kawamoto (University of California, Santa Cruz)

STATISTICS WORKSHOP

02:00 PM - 04:00 PM Meeting Room 8/9/10 - Continuing Education Available

Chair: Chris Aberson (Cal Poly Humboldt)

INTRODUCTION TO STRUCTURAL EQUATION MODELING

Jessica Diaz (Claremont Graduate University)

Structural equation modeling (SEM) is one of the most commonly applied statistical approaches used in psychology to disentangle the relationships amongst multiple variables. This workshop provides a gentle introduction to the principles and procedures of basic SEM in R using the lavaan package, with some discussion of more advanced applications, including group differences and multi-level analyses. Specifically, the workshop will begin with a conceptual overview of structural equation modeling and then dive into model specification and estimation, fit indices, model modifications and how to appropriately interpret and report model results.

We'll employ a practical hands-on approach with real data to answer real research questions across multiple areas of psychology. A basic understanding of hypothesis testing, model comparison, and multiple regression will be useful. Prior experience with R is helpful but not required, though all participants are encouraged to download and install both R and R Studio prior to the workshop (both are free). For information on how to download and install the required software (including a couple extra steps for mac users), check out this guide: <https://tinyurl.com/wparinstallguideBio>

Biography

Jessica B. Diaz is an Assistant Professor in the Division of Behavioral and Organizational Sciences and Director of the Human Resource Management program at Claremont Graduate University. She is also the former research lab manager and current Director of Coaching for LeAD Labs, whose mission is to develop leaders, researchers, and practitioners through the creation and application of evidence-based

leadership research to help society pursue its full potential. Her research centers around how leaders impact the employee experience, with a current focus on the intersection between social identity and psychological safety in the workplace. This research is augmented by her passion and expertise in statistics and methodology. In addition to teaching several statistics courses, including applied regression, factor analysis, and structural equation modeling, Jessica's research program prioritizes the use of rigorous methodology, including longitudinal, experimental, and cross-lagged designs. Outside of CGU, Jessica works in collaboration with the Center for Creative Leadership on their current Future of Leader Assessment work and serves as a managing partner at BCD Consulting Group, a small public sector selection, development, and promotion firm. She also consults with several for-profit and non-profit organizations on both leader development and statistical analyses. Prior to earning her doctorate, Jessica spent over a decade focused on leader development in the education sector, serving in a variety of roles including Managing Director of Leader Development for Teach For America.

SYMPOSIUM

02:15 PM - 03:45 PM Raincross Ballroom A&D

CHALLENGING THE DEFICIT NARRATIVE: PARENTING PRACTICES IN IMMIGRANT & INDIGENOUS FAMILIES

Guadalupe Diaz Lara, Lucia Alcala (California State University, Fullerton)

This symposium will center on the parenting practices that immigrant and indigenous parents implement to support their children's learning and development as they navigate their daily lives, school settings, and challenges such as the COVID-19 pandemic. Most research on parenting practices has been conducted among White middle-class parents, resulting in the adoption of these parenting practices as the "gold standard." Often the parenting practices of immigrant and indigenous parents do not fit within the mold of White middle-class parenting and are viewed as not caring or not knowing how to support their children's learning and development. The collective work in this symposium contributes to our understanding of parenting practices of immigrant and indigenous parents by challenging the deficit narrative of "missing" or "lacking" and highlighting how these families leverage multiple parenting strategies that foster their children's learning and development.

THE STRENGTH OF INDIGENOUS PARENTING PRACTICES DURING
THE COVID-19 PANDEMIC Dania Salgado & Lucia Alcala (California State
University, Fullerton)

USING TECHNOLOGY AS A POSITIVE TOOL FOR SUPPORTING
LATINE'S CHILDREN'S LEARNING Nancy Perez Sanchez, Guadalupe Diaz
Lara (California State University, Fullerton) & Wendy Ochoa (San Diego State
University)

THE ROLE OF CULTURAL VALUES ON PARENTING PRACTICES THAT
SUPPORT CHILDREN'S AUTONOMY Yalda Farokhi & Lucia Alcala (California
State University, Fullerton)

LATINA MOTHERS' UNDERSTANDING OF COMMON CORE STATE
STANDARDS Alondra Cervantes, Guadalupe Diaz Lara (California State
University, Fullerton) & Susana Beltran-Grimm (Purdue University)

SYMPOSIUM

03:00 PM - 04:00 PM Raincross Ballroom C&F

EYE OF THE BEHOLDER: HOW PERCEPTIONS IMPACT PERCEIVERS
Chair: Emily Esposito (University of California, Riverside)

How people perceive their experiences can impact them in many ways. When people look to the world, they make perceptions about the groups, places, and situations that they encounter. These perceptions, in turn, impact those who made them, with perceptions impacting perceivers' emotions, experiences, and beliefs. This symposium examines the perceptions that people make and how those perceptual experiences impact perceivers. Across four talks, we present data on perceptions of group dynamics, chronic rejection, discriminatory acts, and neighborhood features, with an eye towards how these perceptions impact feelings of vulnerability, emotional experiences, and sense of belonging among people. As people try to make sense of their world, the researchers here try to make sense of their perceptions, to better understand how people perceive the world, and what those perceptions mean to those who make them.

HOW SOCIAL IDENTITY INFLUENCES PERCEPTIONS OF AND
REACTIONS TO BLATANT RACISM Ava Ma de Sousa (University of California,
Santa Barbara)

SOCIAL PERCEPTION OF MASKED GROUPS Pamala Dayley (University of California, Los Angeles)

DONE WITH DATING? APPLYING A MULTI-MOTIVE MODEL OF REJECTION TO ONLINE DATING EXPERIENCES Joann Ly (Azusa Pacific University)

IT'S GIVING GENTRIFICATION: HOW BUSINESS FEATURES IMPACT GENTRIFICATION AND FEELINGS OF BELONGING Emily Esposito (University of California, Riverside)

DISTINGUISHED SPEAKER

03:00 PM - 04:00 PM Exhibition Hall C - Continuing Education Available

A MIRROR TO SOCIETY: WHAT THE PERCEPTIONS AND EXPERIENCES OF MULTIRACIAL PEOPLE REVEAL ABOUT THE COUNTRY AND THE FIELD OF PSYCHOLOGY

Jacqueline Chen (University of Utah)

Chair: Grace J. Lee (Loma Linda University)

This talk will present and integrate recent research conducted on Multiracial perceptions and experiences. It will discuss a) how Multiracial people are categorized and evaluated by others, b) the interplay between social perception and social identity processes among Multiracial people. It will also consider how the Multiracial literature sheds light on other areas of social psychology, and what it can tell us about race relations in the country and in our scientific field.

Biography

Jacqueline M. Chen is an Associate Professor at the University of Utah. She earned her BA from Pomona College and her Ph.D. in Social Psychology from UC Santa Barbara. Jackie's research examines the psychological processes engaged in diverse social interactions. In general, she is interested in how social group memberships influence the various stages of interaction, from categorization to impression formation to social support.

Jackie received a Rising Star award from the Association for Psychological Science in 2016 and a CAREER award from the National Science Foundation in 2020. Her

research has been supported by NSF, NIH, and APA, and recognized with the Roberta Sigel Early Career Scholar Paper Award and the Gordon Allport Intergroup Relations Prize.

PAPER SESSION

03:15 PM - 04:15 PM Meeting Room 2

MENTAL HEALTH AND PSYCHOPATHOLOGY

Chair: Paul Jenkins (National University)

15:18 UNDERSTANDING MENTAL HEALTH: AN INTEGRATED MODEL
Paul Jenkins (National University)

15:32 A SOCIOPATHIC ISSUE OF CONSCIENCE
Marc Lemieux (California Baptist University)

15:46 GENDER DIFFERENCES IN PSYCHOPATHIC MOTIVATION
AND BEHAVIOR AND THE INFLUENCE OF CLUSTER B PERSONALITY
DISORDERS
Brittany Wagner, Anne-Marie Larsen (California Baptist University)

16:00 EFFECTS OF CHILDHOOD TRAUMA ON COPING IN ADULTS
WITH PTSD SYMPTOMS
'Theresa Jones, 'Stacey Eltiti, 'John Williams ('Biola University, 'Rosemead School of
Psychology)

PAPER SESSION

04:00 PM - 05:00 PM Meeting Room 1

SOCIAL AND PERSONALITY RESEARCH I

Chair: Jacob Elder (University of California, Riverside)

16:03 COMPETITION BETWEEN SELF-POSITIVITY AND GROUP ASSIMILATION: MECHANISMS FOR ASSIMILATING GROUP NORMS INTO THE SELF-CONCEPT AND SELF-DEROGATING FOR GROUP NORMS

¹Jacob Elder, ²Tyler Davis, ¹Brent Hughes (¹University of California, Riverside, ²Independent Researcher)

16:20 SEMANTIC SIMILARITY AS A MECHANISM FOR SELF-ANCHORING AND SELF-STEREOTYPING

¹Jacob Elder, ²Tyler Davis, ¹Brent Hughes (¹University of California, Riverside, ²Independent Researcher)

16:37 CREATIVE WRITERS' INFORMATIONAL NEEDS AND BEHAVIOR
Laura Dowell (San Jose State University)

DISTINGUISHED SYMPOSIUM

04:00 PM - 05:30 PM Exhibition Hall D

THE LAST LECTURE

¹Heidi Riggio, ²Kim Barchard, ³Constance Jones, ⁴Gregory Feist (Research-Experimental Faculty) (¹California State University, Los Angeles, ²University of Nevada, Las Vegas, ³California State University, Fresno, ⁴San Jose State University)

Title: BECOMING YOURSELF

Biosketch:

Kimberly A. Barchard is a Professor in the Department of Psychology at the University of Nevada Las Vegas (UNLV), where she teaches undergraduate statistics and graduate psychometrics. She has 64 publications, 33 teaching resources, and 321 conference presentations, most with students. Since joining UNLV in 2001, she has mentored 265 undergraduate lab members, many of whom have gone on to graduate school, law school, or medical school, but some of whom have started their own businesses or gone directly into research positions. Kim has also assisted dozens of graduate students with their research and publications, so they can pursue positions in academic, clinical, and industry settings. Additionally, as the editor of the Methodological Issues in Emotion Research section of Emotion Review, she encourages professionals to explain complex topics clearly so that the

resulting papers mentor a wider audience. Early in her career at UNLV, Kim won the UNLV Alumni Student-Centered Teaching Award and the William Morris Award for Excellence in Teaching. In 2021, she was awarded the UNLV Office of Undergraduate Research Outstanding Faculty Mentor Award. She has been a WPA Board Member, chair of the WPA Council of Representatives, and program chair for two WPA conventions. She is a Fellow of both WPA and APS and is a recipient of the 2018 WPA Presidential Citation. In all her work, Kim strives to empower students and colleagues to accomplish their personal and professional goals, particularly through the development of research, teamwork, and problem-solving skills.

Title: “Relax, Be Yourself, and Have Fun” (Easier Said Than Done)

Biosketch:

Constance Jones earned her B.A. in Psychology from the University of California, Berkeley and her Ph.D. in Human Development and Family Studies from The Pennsylvania State University. She worked as a postdoctoral researcher at the Institute of Human Development, University of California, Berkeley, then joined the faculty in the Department of Psychology at California State University, Fresno. She served as Chair of the Department for almost 10 years. Her research interests include change in personality and psychological health across the lifespan, statistical methods best able to capture individual differences in developmental change, and transformational teaching practices. She teaches primarily research design and statistics, at both the undergraduate and graduate level. She recently completed a quick-read College Teaching text, to be published by Rowman and Littlefield.

Title: The Creativity of Meaning and the Meaning of Creativity

Gregory J. Feist currently is Professor of Psychology in Personality at San Jose State University. He has also taught at the College of William & Mary and the University of California at Davis. He received his Ph.D. in 1991 from the University of California at Berkeley and his undergraduate degree in 1985 from the University of Massachusetts-Amherst. He is widely published in the psychology of creativity, the psychology of science, the development of scientific talent, and motivated reasoning. One major focus of his is establishing the psychology of science as an independent study of science, along the lines of the history, philosophy, and sociology of science. His major efforts toward this end are: *Psychology of Science and the Origins of the Scientific Mind* (2006, Yale University Press), which was awarded the 2007 William James Book

Prize by the Division of General Psychology, American Psychological Association (APA); and was founding president of the “International Society for the Psychology of Science and Technology”.

His research in creativity and personality has been recognized with the Berlyne Award from the Division for Psychology of Aesthetics, Creativity and the Arts (Division 10) of American Psychological Association (APA). In 2022, he was awarded SJSU’s College of Social Science Research (Warburton) Award. Feist is former President of APA’s Division 10, and is or has been on the Editorial Boards of Review of General Psychology, Social Epistemology, Journal of Research in Personality, and Psychology of Aesthetics, Creativity and the Arts. His teaching efforts have been recognized by outstanding teaching awards at both UC Berkeley and UC Davis. Feist is also co-author of the Psychology: Perspectives and Connections, and Theories of Personality, as well as is co-editor of the Handbook of the Psychology of Science, and Cambridge Handbook of Creativity and Personality.

DISTINGUISHED SPEAKER

04:15 PM - 05:15 PM Exhibition Hall C - Continuing Education Available

INSIGHTS FOR RELATIONSHIPS AND HEALTH FROM LATINO CULTURE

Belinda Campos (University of California, Irvine)

Chair: Patricia Flynn (Loma Linda University)

Social relationships can enhance the quality of life by conferring higher levels of subjective well-being, greater resilience against adverse circumstances, and better health. To obtain these benefits, humans must navigate a complex social world where self-interest must be balanced by other-interest. In this talk, I assert that Latino contexts are of theoretical and applied interest for studying these questions and present a series of studies that show that Latino cultural values that emphasize other-interest are associated with benefits for relationship quality and have implications for health.

Biography

Belinda Campos is Professor and Chair of the Department of Chicano/Latino Studies at UC Irvine, as well as an affiliate of the School of Medicine PRIME-LC Program and the Department of Psychological Science. Dr. Campos studies factors

that promote high quality relationships, with a particular focus on understanding how sociocultural context shapes relationship experiences in ways that benefit health. The findings of her work show that sociocultural contexts that emphasize prioritizing others before the self (e.g., Latino and East Asian) can be beneficial for relationships and protective of health. This work is recognized for generating novel insights that advance scientific understanding of culture, positive emotions, relationships, and the link of relationships with health.

SOCIAL - WPA WELCOME RECEPTION!

05:30 PM - 06:30 PM Upper Concourse

Please join us for a wonderful reception! This is a great time to catch up with old friends and meet new friends!

FRIDAY, APRIL 28

SOCIAL - STUDENT BREAKFAST

7:45 AM to 8:15 AM Raincross Ballroom E&B

Please join the student council for breakfast and learn ways to become more involved in WPA. Come on down before the food runs out!

SYMPOSIUM

08:00 AM - 09:00 AM Raincross Ballroom C&F - Continuing Education Available

PROVIDING PSYCHOLOGICAL SERVICES TO LATINXS: CULTURAL TAILORING TO MAXIMIZE CLINICAL OUTCOME

Chair: Lorraine T. Benuto (University of Nevada, Reno)

Latinxs represent the largest ethnic minoritized population in the United States. This group is not immune to psychological distress and the extant literature supports that Latinx cultural factors and values can impact symptom presentation and clinical outcomes in psychological treatments. In this symposium we present five case studies each with unique presenting problems (anxiety, PTSD, depression, child behavior problems, and first episode psychosis) and an associated evidence-based treatment. Cultural elements that presented in treatment are discussed and an overview of how to tailor treatment to fit the cultural values of the client and enhance treatment outcomes is reviewed. In this symposium participants will learn about the extent

to which ethnic and racial minority groups are represented in clinical outcome literature. Additionally, they will learn about how cultural factors and values impact treatment presentation and treatment outcomes. Finally, participants will learn about how to tailor interventions to better serve Latinx clients.

A LINGUISTIC AND CULTURAL ADAPTATION OF DIALECTICAL BEHAVIORAL THERAPY SKILLS FOR MONOLINGUAL SPANISH SPEAKING LATINXS DIAGNOSED WITH DEPRESSION Oscar Rojas Perez (Yale University)

CULTURAL FACTORS RELEVANT TO TRANSDIAGNOSTIC TREATMENT: A CASE STUDY OF THE UNIFIED PROTOCOL WITH A LATINX CLIENT Stephanie Reyes & Cossette Canovas (University of Nevada Reno)

THE IMPORTANCE OF CULTURAL TAILORING IN PTSD TREATMENT FOR LATINXS: A CASE EXAMPLE Jorge A. Cao-Noya & Lorraine T. Benuto (University of Nevada Reno)

IMPLEMENTING PARENTING INTERVENTIONS WITH LATINX FAMILIES Alan Garcia & Valeria Ramirez (University of Nevada, Reno)

COORDINATED SPECIALTY CARE FOR INDIVIDUALS WITH FIRST EPISODE PSYCHOSIS: WORKING WITH LATINX FAMILIES Monica Zepeda & Natalia Duda (University of Nevada, Reno)

SYMPOSIUM

08:00 AM - 09:15 AM Raincross Ballroom A&D

INFUSING SOCIAL JUSTICE AND DECOLONIZING PERSPECTIVES INTO PSYCHOLOGY CLASSES
Marie B. Lamothe-François, Soeun Park, Jennifer Hsia, Tatiana Pumacacahua, Tierra T. Ellis (California State Polytechnic University, Pomona)

This symposium identifies five themes that have been effective in the implementing a social justice lens in our work. The first talk will focus on the Social-Emotional Learning (SEL) principles utilized as a method of decolonizing teaching practices in higher education by fostering various skills related to interpersonal and intrapersonal effectiveness. The second talk notes the importance of creating an atmosphere

whereby all students, regardless of their previous educational experiences and levels of consciousness, develop a liberation and social justice-based framework. The third talk highlights a focus on the exploration of students' intersectional identities and creating interpersonal and intrapersonal growth through identity focused assignments and explorations. The fourth talk will discuss promoting social justice and decolonized teaching practice by raising students' critical consciousness through taking action in and outside the classroom. Finally, the fifth talk will describe strategies for empowering students through a social justice lens and to reflect diverse perspectives. In sum, this symposium will assist in the understanding of implementing decolonizing perspectives in the classroom.

INFUSING CULTURALLY RESPONSIVE SOCIAL-EMOTIONAL LEARNING PRINCIPLES IN HIGHER EDUCATION CLASSROOMS Tatiana Pumacahua (California State Polytechnic University, Pomona)

INTEGRATING AUTHENTICITY AND CULTURE INTO THE CLASSROOM SHOULD BE EVERY STUDENTS' EDUCATIONAL BIRTHRIGHT! Tierra T. Ellis, (California Polytechnic University, Pomona)

INCORPORATING INTROSPECTION OF INTERSECTING IDENTITIES IN THE CLASSROOM Marie B. Lamothe-François (California State Polytechnic University, Pomona)

RAISING CRITICAL CONSCIOUSNESS THROUGH ACTION-ORIENTED ASSIGNMENTS Soeun Park (California State Polytechnic University, Pomona)

APPLYING A SOCIAL JUSTICE LENS TO NON-DIVERSITY CLASSES Jennifer Hsia (California State Polytechnic University, Pomona)

POSTER SESSION 6

08:00 AM - 09:15 AM Exhibition Hall A/B

SOCIAL/PERSONALITY PROCESSES 1

6-1 COUPLE COMPOSITIONS: THE INFLUENCE OF RACE ON SATISFACTION

Pavani Jonnalagadda (University of California, Riverside)

6-2 THE INVOLUNTARY EXCLUDER EFFECT IN VARYING GROUP SIZES

Linda Kawamoto, Stephen Baum, Clayton Critcher (University of California, Berkeley)

6-3 RACE CATEGORIZATION OF MULTIRACIAL FACES IN A SERIAL VERSUS PARALLEL CATEGORIZATION TASK

Anna Khoda, Eric Elias, Debbie Ma, Justin Kantner (California State University, Northridge)

6-4 JEALOUSY IN YOUNG ADULTS' RELATIONSHIPS WITH FAMILY, FRIENDS, AND ROMANTIC PARTNERS

Hwaheun Kim, William Kelly (California State University, Bakersfield)

6-5 NEANDERTHALS: WHAT INFLUENCES OUR PERCEPTION OF THEM?

Starla Klohr, T.L. Brink (Crafton Hills College)

6-6 SOFA SLEUTHS: EXPLORING THE PERSONALITY PREDICTORS OF CRIME SHOW VIEWERSHIP

Sierra Knopp, Ariana Young, Amanda ElBassiouny, Emma McKim (California Lutheran University)

6-7 THE MEDIATING INFLUENCE OF RELIGIOSITY AND CULTURAL ORIENTATION ON THE LOCUS OF CONTROL

¹Ethan Thao Lamborn, ¹Jasmine Baea Roncal, ²Austin Attaway (¹California State University, Los Angeles, ²University of California, Riverside)

6-8 OBLIGATION OR SUPPORT? ABUELAS' PERSPECTIVES ON THE INTERGENERATIONAL CHANGES IN FAMILISMO

Danica Lewis, Sarah Duffy, Mara Stewart, Jason James, Nicole Mahrer (University of La Verne)

6-9 SACRIFICING ACCURACY FOR SPEED?: DIFFERENCES IN REACTION TIME & ACCURACY AS A FUNCTION OF EXTRAVERSION

Olivia Liu, Trevor Graham (Mt. San Antonio College)

6-10 MESSAGE PERCEPTIONS, SELF-EFFICACY, AND ATTACHMENT STYLES IN ROMANTIC RELATIONSHIPS

Yuxin Liu, Mathew Curtis (University of Southern California)

6- 11 TILTING OR FLOWING? WELL-BEING AND BEHAVIOR IN VIDEO GAMES

Nicklaus Lo, Jason Hawes, Janine Medina, Kate Sweeny (University of California, Riverside)

6- 12 EMOTION RECOGNITION OF TAIWANESE CHILDREN WITH AUTISM SPECTRUM DISORDERS

¹Yafen Lo, ²Hua Feng, ³Jon-Fan Hu, ²Tse-Ming Chen (¹California State University, Los Angeles, ²National Changhua University of Education, ³National Cheng Kung University)

6- 13 SELF-EFFICACY IN ROMANTIC RELATIONSHIPS: LINKS WITH QUALITY OF RELATIONSHIPS WITH MOTHERS AND FATHERS

Yuliana Lopez, Heidi Riggio, Ivan Cobian, Sabrina K. Jackson-Zambon, Villiam Ralica (California State University, Los Angeles)

6- 14 ASSOCIATIONS BETWEEN COUPLE SATISFACTION, CONFLICT, AND RELATIONSHIP CONFIDENCE

Crystal Malagon, Elizabeth Cholakyan, Leonie Lerner, Idalys Flores, Kristina Post (University of La Verne)

6- 15 ALCOHOL CUES AFFECT RISK TAKING BEHAVIOR DEPENDING ON MEMORY PRIMES AND INDIVIDUAL DRINKING HABITS

Madison McCue (Claremont McKenna College)

6- 16 AVOIDANCE COPING STRATEGIES PREDICT ANXIETY AND DEPRESSION DURING THE COVID-19 PANDEMIC

Natalia Miranda, Jolie Binstock, Julia Boehm, Brooke N. Jenkins (Chapman University)

6- 17 WHO LOST WHOM? COLLEGE STUDENT'S EXPERIENCES WITH CLOSE RELATIONSHIP LOSS DURING THE FIRST YEAR OF THE COVID-19 PANDEMIC

Phylicia Mossiah, Natalie Nuno, Janinne Lopez, Meagan Achay (California State University, Los Angeles)

6- 18 IMPACT OF GENTLE PARENTING ON CHILDREN'S AUTONOMY

Dolly Rojo, Ana Paula Munoz (Mount Saint Mary's University, Los Angeles)

6-19 PSYCHOMETRIC PROPERTIES OF THE PSYCHOLOGICAL
HOMELESSNESS SCALE (PHS)

¹Charles Negy, ²Ralph Carlson, ³Hilda Medrano (¹University of Central Florida,
University of Texas, Rio Grande Valley)

6-20 THE ROLE OF AFFILIATIVE AND AVERSIVE PERSONALITY
TRAITS IN PREDICTING SOCIAL ATTITUDES

Darlene Ngo, Ella Commerce (University of North Texas)

6-21 "YOU'RE THE ONLY ONE WHO GETS ME!": DIFFERENCES ACROSS
PERCEIVED SOCIAL SUPPORT

Karina Olmos, Andrea Manzur, Karen Wu (California State University, Los Angeles)

6-22 WHEN FEELING POSITIVE MAKES US SEE NEGATIVE:
NURTURANT LOVE AND NEGATIVE PERCEPTION OF AMBIGUOUS
SITUATION

Valeria Panameno (Saint Mary's College of California)

6-23 DOES COUNTY-LEVEL SOCIAL DOMINANCE ORIENTATION
MEDIATE OR MODERATE THE RELATIONSHIP BETWEEN HOW
MULTIETHNIC COUNTIES ARE AND THE IMPLICIT PRO-WHITE BIAS?

Liana Parrish, Mira Torf, Antonella Huemil, Lisandra Dobson, Thierry Devos (San
Diego State University)

6-24 HOW DO CHILDREN FUNCTION AS A MEANS OF ACHIEVING
SYMBOLIC IMMORTALITY?

Joshua Peraza (California State University, Channel Islands)

6-25 HONOR ENDORSEMENT: LINKS WITH TRADITIONAL FAMILY
IDEOLOGY AND NEGATIVE ATTITUDES TOWARD WOMEN

Nicole Benquechea, Heidi Riggio, Darlene Ramirez, Melissa Rios, Shelby Detweiler
(California State University, Los Angeles)

6-26 RIGHTWING AUTHORITARIANISM AS A MEDIATOR BETWEEN
RELIGIOSITY AND RACISM TOWARD AFRICAN AMERICANS

Cristina Zetino, Tanner Leiderman, Heidi Riggio (California State University, Los
Angeles)

6-27 AN EVALUATION OF THE RELATION ON RESPONSIBILITY AND
SELF-SELECTED GOALS

Marina Saavedra (California State University, Fullerton)

6- 28 BIGGER GROUPS, HEAVIER FEELINGS: GROUP SIZE MODERATES THE RELATIONSHIP BETWEEN IMPULSIVITY AND FEELINGS OF BEING LIKED

Jeremiah Sabale, Yeng Vue, Everett Delfel (California State University Long Beach)

6- 29 INTERPERSONAL VALENCE OF BORDERLINE RAGE

¹Meghri Sarkissian, ¹Matthew Yalch, ²Sindes Dawood, ³Hans Schroder (¹Palo Alto University, ²Pennsylvania State University, ³Michigan State University)

6- 30 COMPETITIVE IMPLICATIONS OF TRASH-TALK

¹Christian Shammami, ¹Rebecca Steele, ²Persia Zoufonoun, ²Zachary Reese (¹University of Michigan, ²University of San Francisco)

6- 31 POLITICS AND POWER: POLITICAL PARTY MODERATES THE EFFECT OF SOCIAL DOMINANCE ORIENTATION ON NEGATIVE AFFECTIVE REACTIONS TO PROVOCATIONS FROM OUT-GROUP TARGETS

Maya Shankar, Zoey Allen, Claire Wigginton, William Pedersen, Briana Franco, Elizabeth Franco (California State University, Long Beach)

6- 32 CLOTHING AND HEALTH DECISION-MAKING

Sarah Sigel (California State University, Northridge)

6- 33 MOTIVATIONS OF PEOPLE WITH ANXIETY AND DEPRESSION

Eve Simpson-Allen, Stephanie Mauer (California State University, East Bay)

6- 34 FRIENDS OR FAMILY?: EFFECTS OF SOCIAL RELATIONSHIPS ON ADOLESCENT MENTAL HEALTH

Preeti Sivakumar, Nardeen Adeib (University of California Riverside)

6- 35 UTILIZING MACHINE LEARNING ALGORITHMS TRAINED ON RECENT MUSIC-LISTENING ACTIVITY IN PREDICTING BIG FIVE PERSONALITY TRAITS: A NOVEL ON-GOING INVESTIGATION

¹Sid Solaiyappan, ¹Shireen Mohamdjawad, ¹Angeleia Do, ¹Ruth Castillo, ¹Ranjana Ravishankar, ¹Mary Kamel, ¹Reshma Ravishankar, ¹Alexis Kellogg, ²Cameron Wiley, ³Lassiter Speller, ²DeWayne Williams (¹Irvine Valley College, ²University of California, Irvine, ³Eastern New Mexico University)

6- 36 VOLITIONAL PERSONALITY CHANGE GOALS, SKILLS, AND LIFE SATISFACTION

Matias Solorzano, Erica Baranski (California State University, East Bay)

6- 37 A HEAD START OR A COMPETITION? EXAMINING EXTRA
PRESSURE ON RUNNING START STUDENTS

Taylor Stephens, Jillene Seiver (Bellevue College)

6- 38 I'M LUCKY, YOU'RE SKILLED: PART II

Khristina Stoker, Sterling Rich, Anne Duran (California State University, Bakersfield)

6- 39 WHAT'D YOU GET FOR #4? CURIOSITY, MEMORY, AND SOCIAL
COMPARISONS.

¹Shannon McGillivray, ²Allison Streadbeck (¹Weber State University, ²Brigham
Younger University, Idaho)

6- 40 AN INVESTIGATION INTO LONELINESS, BELONGING, AND
ACADEMIC PERFORMANCE DURING COVID 19

Hannah Suozzi, Edith Contreras, Cheyenne Murphy, Eilyn Perez Iglesias, Cheryl
Chancellor-Freeland (San Jose State University)

6- 41 INFLUENCE OF "NATIVE PRINCESS" HALLOWEEN COSTUMES
ON INTERPRETATIONS OF SEXUAL INCIDENTS

¹Haylee Swiger, ²Daniel McIntosh, ³Heidi Blocker (¹Eastern Oregon University,
²University of Denver, ³Claremont McKenna College)

6- 42 ASSOCIATIONS BETWEEN ADVERSE LIFE EVENTS AND
NEGATIVE COMMUNICATION PATTERNS BETWEEN ROMANTIC
PARTNERS IN EMERGING ADULTHOOD

¹Felicia Ann Tacto, ²Ziyao Yang, ³Bella Yarahmadi, ⁴Yana Ryjova, ⁵Alaina I. Gold,
⁶Alexis M. Beale, ⁷Adela Timmons, ⁸Sohyun Han, ⁹Gayla Margolin (¹University of
Southern California, ²The University of Texas at Austin)

6- 43 THE EFFECT OF HARM LEVEL AND PERSPECTIVE ON
PERCEIVED MORAL WRONGNESS OF ACCIDENTAL HARM

Zahra Tahmasebi, Douglas Navarick (California State University, Fullerton)

6- 44 DOES TASK-ELICITED FRUSTRATION MODERATE THE
RELATION BETWEEN ACADEMIC ENTITLEMENT AND AGGRESSIVE
BEHAVIOR?

Kevin Taylor, Patrick Johnson (California State University, Chico)

6- 45 HOW NARCISSISTIC PERSONALITY TRAITS AFFECT THE
DIGITAL ENDOWMENT EFFECT

Nicholas Vece, Marie Balaban (Eastern Oregon University)

6- 46 DISCRIMINANT VALIDITY OF A NARRATIVE IDENTITY SELF-REPORT MEASURE AND OVERGENERAL AUTOBIOGRAPHICAL MEMORY

Alexander Wong, Rocci Vizzusi, Kobi Bledsoe, Ty Weber (California State University, Chico)

6- 47 I'M ANGRY BECAUSE I CARE WHAT YOU THINK: SOCIAL EXCLUSION MODERATES THE RELATIONSHIP BETWEEN INTERDEPENDENCE AND STATE ANGER (**AWARD WINNER**)

Yeng Vue, Alex Mosqueda, Amy Johns, Everett Delfel, William Pedersen (California State University, Long Beach)

6- 48 ANALYZING DIFFERENCES IN THE DEFINITION OF NATURE

Ellie Wang, Debbie Lindsay (University of California, San Diego)

6- 49 INVESTIGATING GENDER DIFFERENCES BETWEEN PERCEPTIONS OF MORAL ALIGNMENT IN ANIME

Christopher Warren, Cindy Nguyen, Giovanna Pineda, Iris Lieu, Jillian J. Mueller-Dombois, Josh Murillo, Raquel Rubio, Sara Dorame, Syeda Ullah (California State University, Long Beach)

6- 50 EXAMINING COUNTY-LEVEL RIGHT-WING AUTHORITARIANISM AS A MEDIATING AND MODERATING VARIABLE IN THE RELATIONSHIP BETWEEN MINORITY REPRESENTATION AND THE IMPLICIT WHITE = AMERICAN EFFECT

Claire Way, Renee Owens, Lisandra Dobson, Thierry Devos (San Diego State University)

6- 51 COMPARING ALEXITHYMIA AND SELF-ESTEEM'S EFFECTS ON SELF-CONCEPT CLARITY

Alexander Wong, Ty Weber, Rocci Vizzusi, Kobi Bledsoe (California State University, Chico)

6- 52 EXAMINING RACE AND FAMILISMO IN ASSOCIATION WITH UNDERGRADUATE STUDENTS' RATINGS OF FAVORITE FAMILY MEMORIES

¹April Wen, ²Jennifer Bohanek, ¹Angela Lukowski (¹University of California, Irvine,

²University of Missouri)

6- 53 NARCISSISM AND ALCOHOL DON'T MIX: ALCOHOL EXPECTANCIES MODERATE THE EFFECT OF NARCISSISM ON STATE HOSTILITY WHEN TRIGGERED AND PRIMED WITH ALCOHOL
Claire Wigginton, Wendy Heredia, Alexander Gonzalez (California State University, Long Beach)

6- 54 EXPLORING SELF-ESTEEM AND ADULTHOOD ATTACHMENT IN CATFISHING AND ONLINE IDENTITY MANAGEMENT
Victoria Williams, Mona Afshar (Alliant International University- California School of Professional Psychology)

6- 55 REDUCE, REUSE, REDEEM MASCULINITY: THREATENED MEN AND PRO-ENVIRONMENTAL BEHAVIOR
Gabby Wilson (Western Washington University)

6- 56 ANALYZING HATE DISCOUNTING
Nathan Wilson, Amara Wentz, Paul Romanowich (Gonzaga University)

6- 57 A PSYCHOMETRIC ANALYSIS OF THE AFFECTIVE FORECASTING SELF-REPORT SCALE
Jason Yi, Trevor Basil, Kathleen Preston (California State University, Fullerton)

6- 58 STAY TUNED: THE EFFECT OF BINGE-WATCHING EXPERIENCES ON PSYCHOLOGICAL WELL-BEING
¹Ariana Young, ¹Emma McKim, ¹Sierra Knopp, ²Shannon Lupien, ³Jordan Troisi
(¹California Lutheran University, ²Daemen College, ³Colby College)

6- 59 FUTURE TEMPORAL PERSPECTIVE AND ACCULTURATION AS PREDICTORS OF EATING BEHAVIOR, EXERCISE, AND BODY IMAGE AMONG LATINX UNDERGRADUATES
Maria Zepeda (California State University, Chico)

6- 60 HOW COMPANIES COULD FUNCTION IN A CLIMATE OF OVERWORK
Jiayi Zhang (University of Southern California)

DISTINGUISHED SPEAKER

08:15 AM - 09:15 AM Exhibition Hall D - Continuing Education Available

CENTERING TRANS AND NONBINARY JOY: UNDERSTANDING MINORITY STRESS WHILE MOVING TOWARD TRANS LIBERATION AND RADICAL HEALING

Jay Bettergarcia (Cal Poly, San Luis Obispo)

Chair: Kelly Ann Bennion (Cal Poly, San Luis Obispo)

Transgender, nonbinary, and gender diverse people face interpersonal and systemic violence and prejudice that affect mental and physical health. For trans people of color, the experience of interlocking racism, sexism, and cissexism, further impacts health and wellness. While it is important to understand and acknowledge the role of minority stress, what has developed is a damage-centered narrative about the lives of transgender people. For trans people, their families, and healthcare providers, these narratives can perpetuate misconceptions that focus primarily on violence, pain, and suffering. While trans communities are clearly targets of anti-trans legislation and interpersonal violence, we are also fiercely resilient, resistant against oppressive systems, and joyful. By re-centering liberation, radical healing, and joy, I explore the complexities of what it means to be resilient. This call to action provides educators, researchers, and mental health providers with an opportunity to reimagine the future of research and practice with trans people of color while centering healing and joy.

Biography

Dr. Jay Bettergarcia is an Associate Professor in the Department of Psychology & Child Development at California Polytechnic State University, San Luis Obispo. They received their Ph.D. in Clinical, Counseling, and School Psychology from the University of California, Santa Barbara and completed their pre-doctoral internship at the University of Michigan. Dr. Bettergarcia's research explores trans and nonbinary mental health and wellness, interventions to reduce minority stress and increase resilience, and best practices for training providers in gender-affirming care. They are currently exploring the role of radical healing and joy in the lives of queer and trans people of color. Dr. Bettergarcia is also a licensed psychologist and owner of The Center for Collaborative Transformations, a therapy and training center providing gender affirming therapy, training, and consultation rooted in anti-racism, liberation, and radical healing. They serve as an associate editor for the journal

Psychology of Sexual Orientation & Gender Diversity and they are a member of the task force revising the APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People.

PAPER SESSION

08:15 AM - 09:15 AM Meeting Room 1

COLLEGE STUDENTS' EDUCATIONAL EXPERIENCE

Chair: Jailene Cruz (University of California, Riverside)

08:18 UNDERREPRESENTED MEDICAL STUDENTS MOTIVATION TO PURSUE A CAREER IN MEDICINE: CONSIDERATIONS FOR GENDER AND MENTORSHIP

¹Jailene Cruz, ¹Elisha Arnold, ¹Brenda Rincon, ¹Jannire Ambriz, ¹Garima Giri, ¹Johan Pimentel, ²Daisy Camacho-Thompson, ¹Diamond Bravo (¹University of California, Riverside, ²California State University, Los Angeles)

08:32 VIRTUAL AVOIDANCE: EXAMINING STEM STUDENTS' LOWER INTEREST IN ONLINE COURSES

Geoffrey Cui, Miranda McIntyre (California State University, San Bernardino)

08:46 COLLEGE STUDENTS' FUTURE CAREER PLANS AND PERCEIVED BARRIERS: AN EXPLORATION OF PANDEMIC-ERA EXPERIENCES

¹Yuko Okado, ¹Angelica Aguirre, ²Benjamin Nye, ³William Swartout (¹California State University, Fullerton, ²Institute for Creative Technologies, University of Southern California, ³University of Southern California Institute for Creative Technologies)

09:00 "YOU'RE LEFT ALONE": CONTEXTUAL FACTORS SHAPING UNDERREPRESENTED RACIAL MINORITY AND FIRST-GENERATION STEM STUDENT PARTICIPATION IN RESEARCH TRAINING PROGRAMS

Jen Lindwall (Portland State University)

BUSINESS - WPA STUDENT COUNCIL MEETING

8:30 - 9:45 RAINCROSS E&B

All students are welcome to attend the WPA Student Council Meeting

STATISTICS WORKSHOP

08:30 AM - 10:30 AM Meeting Room 8/9/10 - Continuing Education Available

FUNDAMENTALS OF ITEM RESPONSE THEORY (IRT) AND APPLICATIONS OF IRT MODELS FOR MEASUREMENT IN PSYCHOLOGY

HyeSun Lee (California State University Channel Islands)

Chair: Chris Aberson (Cal Poly Humboldt)

Item response theory (IRT) has been increasingly utilized in psychological and educational measurements. Compared to classical test theory (CTT) which depends on specific characteristics of items and respondents, the main advantage of using the IRT approach is the invariance of item and person parameters. Due to this theoretical property, IRT modeling is commonly adopted to develop and validate psychological scales. The first part of the workshop will present the theoretical framework of IRT and the utility of the IRT approach in psychological measurement. The focus of the second part of the workshop will be on the application of the Rasch Rating Scale model and Samejima's Graded Response model, which are suited for Likert-scale items. Step-by-step procedures along with various modeling tools for the two IRT models will be introduced.

Biography

Dr. HyeSun Lee is an Associate Professor of Psychology at California State University Channel Islands, with the specialization in psychometrics and quantitative methods. Dr. Lee's program of research aims to identify threats to fairness in educational and psychological measurement and address unintended consequences in high-stakes decisions through the development of new psychometric models. Her work has been published in journals for measurement and testing including Educational and Psychological Measurement, Applied Psychological Measurement, the International

Journal of Testing, and the International Journal of Selection and Assessment. Dr. Lee has conducted various internal and external grant projects and developed psychological measures to assess needs and evaluate the impact of interventions. She has been on the editorial board of Applied Measurement in Education since 2017 and provides psychometric and statistical consultations to health care providers and profit/non-profit organizations in Southern California.

PAPER SESSION

09:15 AM - 10:15 AM Meeting Room 2

STRESS AND ANXIETY

Chair: Jessica Carrasco (San Diego State University/University of California San Diego)

09:18 DAILY STRESS IN INDIVIDUALS WITH AND WITHOUT BIPOLAR DISORDER: AN ECOLOGICAL MOMENTARY ASSESSMENT STUDY

¹Jessica Carrasco, ²Lisa Eyler (San Diego State University/University of California San Diego, ²University of California San Diego)

09:32 EFFECTS OF EMOTION REGULATION TRAINING ON PARTICIPANTS' ATTENTIONAL BIASES TOWARD THREATENING INFORMATION AND STATE-ANXIETY

Jemima Ruth Bagcus, John Williams, Stacy Eltiti, Caleb Elledge (Biola University/Rosemead School of Psychology)

09:46 INVESTIGATING PROCRASTINATION AND THE ROLE OF SOCIAL SUPPORT IN COLLEGE STUDENTS

Ashley Miller, Elisha Arnold, Carolyn Murray, Diamond Bravo (University of California, Riverside)

10:00 THE EFFECTS OF REGULATING EMOTIONS ON THE ASSOCIATION BETWEEN VIVIDNESS OF VISUAL IMAGERY ON ANXIETY IN YOUNGER ADULTS

Hoda Haft-Javaherian, Karissa Miller (California State University, Long Beach)

PSI CHI PROGRAM

09:15 AM - 10:15 AM Exhibition Hall C

PSYCHOLOGY FOR SOCIAL CHANGE: ADVOCACY & PUBLIC IMPACT SCHOLARSHIP

Apryl Alexander (University of North Carolina, Charlotte)

Psychologists have been at the forefront of social justice and advocacy efforts. Through acknowledging of the importance of advocating for our clients (and ourselves), who often come from oppressed, marginalized, and vulnerable populations, the presence of advocacy and social justice efforts in psychology have increased and widely expanded. Further, recent national and global issues, such as the Black Lives Matter and #MeToo movements, climate change, and ending hate crimes against marginalized communities, among others, have pushed psychologists and psychology trainees to find new spaces to engage in both advocacy and activism. Despite being identified as an APA benchmark, advocacy engagement is not universally taught in graduate programs in psychology. Additionally, public impact scholarship is becoming a growing focus area at colleges and universities and provides a useful framework in examining knowledge dissemination. The aim of the presentation will be to discuss how to increase student, trainee, and psychologist involvement in public scholarship, advocacy, and social justice efforts. The presenter will also discuss and share their experiences in legislative and client-centered advocacy, as well as public impact scholarship. The aim of the presentation is to provide a research-informed model for incorporating advocacy and public engagement for students and psychologists

Biography

Dr. Apryl Alexander is the Metrolina Medical Foundation Distinguished Scholar in Health and Public Policy at UNC Charlotte. She received her doctorate in clinical psychology from the Florida Institute of Technology with concentrations in forensic psychology and child and family therapy. Dr. Alexander's research and clinical work focus on violence and victimization, human sexuality, and trauma-informed and culturally informed practice. She is an award-winning researcher, and her work has been published in several leading journals. Dr. Alexander has been interviewed by numerous media outlets, including The New York Times, USA Today, and NBC Nightly News, about her research and advocacy work. Recently, she received the 2021 Lorraine Williams Greene Award for Social Justice from Division 18, 2022 Outstanding Teaching and Mentoring awards from SPSSI and AP-LS, and the 2022 Dr. Sarah Burgamy Citizen Psychologist Award from the Colorado Psychological

Association. Dr. Alexander also enjoys bringing psychology to the public through popular media. She is a frequent presenter at Denver Pop Culture Con and has previously contributed to *The Joker Psychology: Evil Clowns* and *the Women Who Love Them* and *Black Panther Psychology: Hidden Kingdoms*.

SYMPOSIUM

09:30 AM - 10:30 AM Raincross Ballroom A&D - Continuing Education Available

AN AUDIT OF OUR OWN: INTRODUCING THE CCTC 2020 TOOLKIT FOR SOCIALLY RESPONSIVE RESEARCH

Lynette Bikos, Tara Shelby, Keyera Gaulden, Jaylee York, Ashley Righetti, Jessica Fossum (Seattle Pacific University)

In 2020, the Council of Chairs of Training Councils published a toolkit for social responsiveness in all aspects of health services psychology. Among those guidelines are recommendations for *producers of research*. In this symposium, our first presentation introduces and reviews Module 4 (Moving Toward Socially Responsive HSP Research Training) of the CCTC toolkit. The second and third presentations each introduce a community-university partnership and “audit” the collaboration by the guidelines introduced in the toolkit. The second presentation (a collaboration with two community partners that teaches consent to middle school youth) focuses on the first half of the CCTC guidelines: building a research team, generating research questions, and designing the research practices. The third presentation (a collaboration with a legal advocacy for sexual assault program) focuses on the second half of the CCTC guidelines: data analysis, writing, and disseminating the research back to our community partners.

CCTC TOOLKIT (2020): AN ACCOUNTABILITY TOOL FOR SOCIALLY RESPONSIVE RESEARCH IN HEALTH SERVICE PSYCHOLOGY Ashley Righetti (Seattle Pacific University)

YES MEANS YES, AND NO MEANS NO: A PREVENTION AND CONSENT EDUCATION IN ADOLESCENTS Jaylee York, Tara Shelby, & Keyera Gaulden (Seattle Pacific University)

PAST, PRESENT, AND FUTURE DIRECTIONS: A RE-EVALUATION OF PROGRAMMING WITH A COMMUNITY PARTNER Jaylee York (Seattle Pacific University)

POSTER SESSION 7

09:30 AM - 10:45 AM Exhibition Hall A/B

GENDER ISSUES AND SOCIAL ISSUES II

7-1 SUICIDALITY IN A NATIONAL SAMPLE OF COLLEGE STUDENTS FROM 2000 TO 2022

Jackson Gieger, Khanh Bui (Pepperdine University)

7-2 MENTAL HEALTH TRAINING FOR TEACHERS: A SYSTEMATIC REVIEW

Selena Bueno (California Baptist University)

7-3 LONELINESS RATES AMONG AMERICAN UNDERGRADUATES

Eunji Shin, Khanh Bui, Joshua Park (Pepperdine University)

7-4 DO YOU WANT ME TO SUPPORT DIVERSITY? REMIND ME OF WHAT I CARE ABOUT: SELF-AFFIRMED WHITE AMERICANS LESS THREATENED BY DEI INITIATIVES

Patrizia Chirco, Sabine Sczesny (University of Bern & Central Washington University)

7-5 EXAMINING SOCIAL MEDIA AS A CONTEXT FOR POSITIVE YOUTH DEVELOPMENT DURING COVID

Kristina Smith (San Jose State)

7-6 A LITERATURE REVIEW OF EXISTING TRANSPREJUDICE SCALES

Sam Haddad-Scott, KATHRYN ECKLUND (Azusa Pacific University)

7-7 TRAIL AND ULTRARUNNERS' EXPERIENCES OF SEXUAL HARASSMENT AND ASSAULT: WHEN QUALITATIVE ANALYSES INFORMS QUANTITATIVE IN MAKING MEANING OF THE UNIMAGINABLE

¹Christy Teranishi Martinez, ¹Crista Tappan, ²Makayla Edwards, ¹Juliane Martinez, ¹Harley Baker (¹California State University, Channel Islands, ²California State University Los Angeles)

7-8 SUBJECTIVE EXECUTIVE FUNCTIONING AND SKILL LEARNING DURING THE COVID-19 PANDEMIC ASSOCIATED WITH PERCEIVED LONELINESS, DEPRESSIVE SYMPTOMS, AND WELL-BEING

¹Lilian Azer, ¹Isaac Quintanilla-Salinas, ¹Esra Kürüm, ¹Leah Ferguson, ¹Elizabeth Davis, ¹Weiwei Zhang, ²Carla Strickland-Hughes, ¹Rachel Wu (¹University of California, Riverside, ²University of the Pacific)

7- 9 THE RELATIONSHIP BETWEEN ADULT ATTACHMENT STYLES AND ADHERENCE BEHAVIORS TO PUBLIC HEALTH MANDATES, MEDIATED BY THE PERCEPTION OF HEALTH RISKS POSED BY THE COVID-19 PANDEMIC

Emily Flato (JFK School of Psychology at National University)

7- 10 HOPE AS A MODERATOR FOR THE RELATIONSHIP BETWEEN MULTIPLE TRAUMAS AND DEPRESSION

Maeve Allen, Elizabeth Mae Florido, Arina Nasri, Samantha Navas, Courtney Ahrens (California State University, Long Beach)

7- 11 APPEARANCE-RELATED MESSAGES IN YOUTUBE WORKOUT VIDEOS: A CONTENT ANALYSIS

¹Ha Gyoung Chung, ²Caroline Joo, ¹Jennifer Harriger (¹Pepperdine University, ²Duke University)

7- 12 FALSE CUES OF ALLYSHIP: THE EFFECT OF DISPLAYING IDENTITY SAFETY CUES BUT NOT CONFRONTING PREJUDICE

Donghao Wu (Occidental College)

7- 13 WE KANT BELIEVE IT: MORAL IMPERATIVES REDUCE PRO-ENVIRONMENTAL ATTITUDES

Elle Black, Katrina Cloyes, Mary J. Miles, Max Butterfield (Point Loma Nazarene University)

7- 14 THE EFFECTS OF KNOWLEDGE ON PERCEPTIONS OF MENTAL HEALTH DISORDERS

¹Alexis Aguilar, ²Brianna Alcala, ²Joshua Wolff, ²Jasmyn Jack, ²Jane Mulligan, ²Nox Pachecho, ²Isabella Rodosta (¹Glendale Community College, ²Glendale Community College, Arizona)

7- 15 THE IMPACT OF FRAMING SOCIAL MEDIA ON ATTITUDES TOWARDS SOCIAL MEDIA

Sara Roland, Itza Carrillo, Jazmen Almuthafer, Madi Overberg, Reesa Raymundo, Valeria Hernandez, Mia Valladares (Glendale Community College)

7- 16 RAPE OR NOT RAPE? THE ROLE OF GENDER AND RELIGIOSITY
IN PREDICTING RAPE MYTH ACCEPTANCE

Mehrnoosh Bavarsad, Suzanne Lopez, Hayley Stevenson, Lisa Mori (California State University, Fullerton)

7- 17 "COVID IS REAL...MESSED ME UP WHEN I GOT IT": A MODEL OF
COLLEGE STUDENTS' STRESS & BURNOUT ABOUT COVID-19
(AWARD WINNER)

¹Jeanie Cox, ¹Lorinda Camparo, ²C. Nathalie Yuen (¹Whittier College, ²The Evergreen State College)

7- 18 PERSONAL ACTIONS: THE CORRELATION BETWEEN WATER
AND ENERGY CONSERVATION

Jaedyn Billerbeck, Joshua Galloway, Yele Wagoner, Kim Barchard (University of Nevada, Las Vegas)

7- 19 MEASURING THE EFFECT OF A DEATH EDUCATION VIDEO ON
ATTITUDES AND ANXIETY ABOUT DEATH

Yasi Nikkhah, Sinai Vizcarra, Maili Higashiyama, Andy Tahay-Corado, Tatiana Basanez (California Polytechnic University, Pomona)

7- 20 THE ROLE OF PORNOGRAPHY CONSUMPTION IN THE SEXUAL
VICTIMIZATION EXPERIENCES OF WOMEN

Denise Santa Rosa (California State University, Channel Islands)

7- 21 TESTING THE UNIVERSALITY OF CHAPMAN'S FIVE LOVE
LANGUAGES: THE CASE OF GENDER

¹Channing Clemons, ¹Shiyu Zhong, ²Flavia Sancier-Barbosa, ¹Sharon Flicker (¹California State University, Sacramento, ²Colorado College)

7- 22 DIVINE VOICES: CREATING A SAFE AND INCLUSIVE SPACE FOR
LGBTQ+ COLLEGE STUDENTS

Saki Cabrera (Solano College)

7- 23 MAKING WOMEN FEEL WELCOME: HOW VOLUNTEERING
IMPACTS UNDERGRADUATES' BIASES IN STEM

Will Cordett, Vanessa Woods (University of California, Santa Barbara)

7- 24 THE RELATIONSHIP BETWEEN MASCULINITY & FRIENDSHIPS:
A THEMATIC ANALYSIS ON THE QUALITIES OF MALE FRIENDSHIPS

¹Dulshi Fernando, ¹Valeria Aguilera, ¹Kristin Vierra, ¹Diana Gutierrez, ¹Rachael Robnett (¹University of Nevada, Las Vegas, ²California State University, San Marcos)

7- 25 BREADWINNERS & BABYMAKERS: EXAMINING THE
RELATIONSHIP BETWEEN BENEVOLENT SEXISM, NARCISSISM, &
SELF-ESTEEM

Rachel Kanter, Diane Pfahler (Crafton Hills College)

7- 26 IDENTIFICATION OF DATE RAPE ACROSS GENDER AND SEXUAL
ORIENTATION

Hayley Stevenson, Suzanne Lopez, Mehrnoosh Bavarsad, Lisa Mori (California State
University, Fullerton)

7- 27 BUILDING RURAL CHILDREN'S STEM INTEREST AND
IDENTIFICATION: LEVERAGING "FRUGAL SCIENCE"

¹Emily Coyle, ²Megan Fulcher, ¹James Watson (¹Saint Martin's University, ²Washington
& Lee University)

7- 28 GENDER DIFFERENCES IN CREATIVITY SPECIFIC ANXIETY IN
UNDERGRADUATE STUDENTS

Stephanie Amoukhteh, Taro Boyd, Isabella Hartley, Olivia Flores, Indre Viskontas
(University of San Francisco)

7- 29 POSTPARTUM DEPRESSION IN LATINA FARMWORKERS: THE
ROLE OF STRESSORS AND BREASTFEEDING

Lucy Wood (Whitman College)

7- 30 PSYCHOLOGICAL DISTRESS AND COMMUNITY
CONNECTEDNESS AMONG GENDER CONFORMING AND NON-
CONFORMING ADOLESCENTS

Spooner Greenbird, Argero Zerr (California State University, Channel Islands)

7- 31 RESISTANCE STRATEGIES IN THE CONTEXT OF INTIMATE
PARTNER VIOLENCE

Leena Bowman, Rachael Gomez (California State University, Long Beach)

7- 32 STUDENTS IN QUARANTINE: COVID-19 PANDEMIC EFFECTS ON
EMERGING ADULTS' STRESS AND COPING

Emily Coyle, Megan Convery, Mark Van Doornik, Kylie Cuthbert (Saint Martin's
University)

7- 33 EXPLORING THE MOTIVATIONAL THEORY OF ROLE MODELING
IN WOMEN AND LEADERSHIP

Quinlan Mumford, Leyna Hong, Siqi Deng, Kaavya Narayan (Claremont McKenna
College)

7- 34 TRANSGENDER PEOPLE'S PERCEPTIONS OF MEDICAL
TREATMENT

¹Nikolai Guimaoutdinov, ¹Jane Tram, ²Jane Lopez, Britney Strey (¹Pacific University,
Oregon, ²Pacific University)

7- 35 THE CHALLENGES OF GRADUATE STUDENT MOTHERS

Jane Tram, Margo Maricel Mastrud, Ravneet Dhaliwal (Pacific University, Oregon)

7- 36 SYSTEMATIC LITERATURE REVIEW OF UNINTENDED MENTAL
HEALTH CONSEQUENCES OF POST- GENDER-REAFFIRMING SURGERY
WITHIN THE TRANSSEXUAL COMMUNITY: WHAT WE KNOW AND
WHERE TO GO FROM HERE?

Arcelito Glorioso, Lizbeth Gaona (California Baptist University)

7- 37 HOW ETHNICITY/RACE AND GENDER IDENTITIES AFFECT
ACADEMIC HELP-SEEKING BEHAVIORS AND GPA

Kayla Randall, Amira Ibrahim (California State University, Channel Islands)

7- 38 SPEAKING AND FEELING: CONFLICT COMMUNICATION,
HEALTH SATISFACTION, AND ILLNESS SYMPTOMS IN YOUNG ADULT
ROMANTIC COUPLES

Dahlia Earleywine, Henry McGonnigal, Anita Tao, Alaina I. Gold, Yana Ryjova,
Alexis M. Beale, Gayla Margolin (University of Southern California)

7- 39 MARIANISMO:CHALLENGING TRADITIONAL MEXICAN-
AMERICAN GENDER ROLES FOR WOMEN

Clarissa Montalvo (California State University, Santa Barbara)

7- 40 INTERPERSONAL TRAUMA AND SOCIAL DESIRABILITY

Lucas Fyre, Olivia Dilling, Kayleen Islam-Zwart (Eastern Washington University)

7- 41 "WOMEN CAN DO ANYTHING MEN CAN DO:" GENDER
STEREOTYPICALITY AND RESISTANCE IN FAMILY SOCIALIZATION
MESSAGES ABOUT WOMEN

¹Rita Butrus, ¹Devynn Smith, ¹Benjamin Beyer, ¹Audrey Tran, ²Brenda Gutierrez,
²Campbell Leaper, ¹May Ling Halim (¹California State University, Long Beach,
²University of California, Santa Cruz)

7- 42 GENDER DIFFERENCES AMONG ADOLESCENTS RECEIVING
HIGH SCHOOL MENTAL HEALTH COUNSELING: INITIAL FINDINGS
FROM THE RIALTO HIGH WELLNESS CENTER

Isabel Meza, Kalina Michalska (University of California, Riverside)

7- 43 EFFECTS OF IMAGE CONTENT ON PERCEPTIONS OF SOCIAL CHARACTERISTICS

Kimberly Dawud, Trevor Graham (Mt. San Antonio College)

7- 44 TRANS TRANSPARENCY: EXAMINING THE IMPACT OF GENDER IDENTITY ON ENTERING RELATIONSHIPS

Miró Dalí (University of San Francisco)

7- 45 AN ANALYSIS OF GENDER'S IMPACT ON BURNOUT AMONG EDUCATOR PROFESSIONALS

Kai Smith (University of La Verne)

7- 46 CONSTRUCTING HATE: AN EXPLORATION ON SOCIAL DOMINANCE ORIENTATION AND ITS RELATIONSHIP TO NEGATIVE TRANS ATTITUDES

Zachary Cayaban, Paloma Arriero, Maddy Hernandez, Alyssa Hanson, Michael Baker, Kristin Beals, Jessica Tessler, Tyler Greening, Lex Costello (California State University, Fullerton)

7- 47 CONSTRUCTING HATE: AN EXPLORATION ON SOCIAL DOMINANCE ORIENTATION AND ITS RELATIONSHIP TO NEGATIVE TRANS ATTITUDES THROUGH NARRATIVE EXPOSURE"

Zachary Cayaban, Paloma Arriero, Maddy Hernandez, Alyssa Hanson, Michael Baker, Kristin Beals, Jessica Tessler (California State University, Fullerton)

7- 48 THE INFLUENCE OF ACCULTURATION ON MATERNAL RESPONSIBILITY FOR CAREGIVING IN MEXICAN ORIGIN FAMILIES WITH YOUNG CHILDREN

¹Nahui Gonzalez Millan, ²Marylou Escobar Gonzalez, ³Leah Hibel, ³Danielle Taylor (¹California State University, Stanislaus, ²University of California, Davis, ³Independent Researcher)

7- 49 BLACK QUEER MENTAL HEALTH

Daria Porter (Holy Names University)

7- 50 BEAUTY AS CURRENCY: MEASUREMENT INVARIANCE ACROSS SEXUAL ORIENTATIONS.

Margo Fenton, Jaclyn Siegel (San Diego State University)

7- 51 CONTENT ANALYSIS ON SEXUALIZATION AND OBJECTIFICATION THEMES OF WOMEN IN ANIME

Lydia Cho, HeeJoo Roh, Jennifer Harriger (Pepperdine University)

7- 52 ARE THE QUEERS SATISFIED? UNDERSTANDING LIFE
SATISFACTION WITHIN THE LGBTQ+ COMMUNITY
(AWARD WINNER)

George Santos-Garcia, Diana Gamez, Stacey Williams, Michael Ta, Emilie Kovalik,
Debra Garcia (California State University, Los Angeles)

7- 53 CLINICAL CONSIDERATIONS WHEN WORKING WITH WOMEN
VETERANS IN COUPLES THERAPY

Greysi Vizcardo Solis (Alliant International University)

7- 54 INTRACOMMUNITY TRANSGENDER DISCRIMINATION:
PATHOLOGY AS TRANSNORMATIVITY

Lex Costello, Tyler Greening, Brooke Cusick, Jessica Tessler, Kristin Beals (California
State University, Fullerton)

SYMPOSIUM

**09:45 AM - 10:45 AM Raincross Ballroom C&F - Continuing
Education Available**

LIBERATION PSYCHOLOGY IN PRAXIS: PEDAGOGY, PRACTICE, AND PARTICIPATORY RESEARCH

Maya Wong, Alexa Wright, Selena Saad, Jose Ramirez, Akemi Kawano (Palo Alto
University)

As our field increasingly diversifies, the American Psychological Association continues to provide guidelines around equity, diversity, inclusion, and multiculturalism (APA, 2018; APA, 2021). Impacts of recurring events, including racial violence and injustices against Black, Indigenous, and People of Color (BIPOC), reproductive rights inequities, and systemic challenges to safety in transgender and queer communities demonstrate that directly dismantling systemic oppression in our work is imperative. Liberation psychology frameworks and practices offer useful tools to address discrimination, oppression, systemic inequities, and lasting impacts of colonization (Comas-Díaz & Torres Rivera, 2020). In this symposium, we present an overview of liberation psychology theory, as well as recommendations for liberation psychology praxis and implementation in specific settings with diverse, intersectional populations. Individual presentations

will address ways to apply liberation psychology frameworks and theories to education and teaching (Presentation One), clinical work and therapeutic practice (Presentation Two), and research (Presentation Three).

APPLICATIONS OF LIBERATION PSYCHOLOGY IN EDUCATION

Selena Saad, Alexa Wright, & Maya Wong (Palo Alto University)

APPLICATIONS OF LIBERATION PSYCHOLOGY IN CLINICAL

PRACTICE Jose Ramirez, Alexa Wright, & Maya Wong (Palo Alto University)

APPLICATIONS OF LIBERATION PSYCHOLOGY IN RESEARCH Akemi

Kawano & Maya Wong (Palo Alto University)

DISTINGUISHED SPEAKER

10:00 AM - 11:00 AM Exhibition Hall D - Continuing Education Available

FROM THE STUDY OF CULTURE AND DIVERSITY IN PSYCHOLOGY TO AN INTEGRATIVE FRAMEWORK FOR INVESTIGATING HEALTH BEHAVIOR AND OUTCOME

Hector Betancourt (Loma Linda University)

Chair: Lori Barker (Cal Poly Pomona)

Does culture actually influence psychological processes, dispositions, and behavior? Is culture amenable to measurement and hypothesis testing using the traditional methods of research in psychology? If so, could theories and principles of psychology explain psychological and behavioral phenomena across culturally diverse populations in the U.S. and abroad? If not, would psychology qualify as a scientific discipline? These were questions psychologists faced three decades ago and represent issues that originally stimulated my interest in the study of culture in psychology (Journal of Cross-Cultural Psychology, 1992; American Psychologist, 1993). The aim of this presentation is to provide a historical overview of research by which my collaborators and I have intended to address such questions and test the basic propositions of an Integrative Model of Culture, Psychology, and Behavior. Findings from studies on the role of culture and diversity in health behavior and outcome will serve to illustrate progress and highlight future research challenges and implications for the advancement of psychology as a science and profession.

Biography

Dr. Hector Betancourt received a BA (equivalent) from the Catholic University of Chile and his Ph.D. in Social Psychology and Personality from UCLA. He is now Distinguished Professor at Loma Linda University, where he was Founding Chair of the Graduate Department of Psychology (1993-1998) and established the Culture and Behavior Laboratory (CBL). He is a Fellow of APA, including Divisions 1, 45, 48, and 52, and has contributed to psychological organizations in leadership positions such as President of the Society for the Study of Peace, Conflict, and Violence, member of APA Board of Scientific Affairs, SPSSI Executive Council, and Secretary General of the Inter-American Society of Psychology. His academic and research interests include attribution-emotion processes in interpersonal behavior, conflict, and violence; culture and diversity in psychology, and; the structure of relations among cultural and psychological factors as determinant of behavioral and biological phenomena relevant to health and social issues. Dr. Betancourt and the CBL have contributed to international research collaborations in Latin America and to the development of graduate programs, such as a Ph.D. focused on cultural psychology at Universidad de La Frontera, Chile.

PAPER SESSION

10:15 AM - 11:15 AM Meeting Room 1

CLIMATE CHANGE, SOCIAL CLIMATE AND PROSOCIAL BEHAVIOR

Chair: Rachel Baumsteiger (Cal Poly Pomona)

10:18 THE PAST PROSOCIAL BEHAVIOR SCALE: A BRIEFER, MORE INCLUSIVE MEASURE

Rachel Baumsteiger (Cal Poly Pomona)

10:32 A QUANTIFICATION OF MORALITY: PRELIMINARY FINDINGS FROM THE MORAL STANDARDS PROJECT

Robert Epstein, Li Yu Tang, Sanika Walimbe, Vanessa Zankich (American Institute for Behavioral Research and Technology)

10:46 TEACHING CLIMATE CHANGE DURING STATISTICS

Kim Barchard, Kaelyn Griffin, Jaedyn Billerbeck, Luke Reyes, Noa Gonzales (University of Nevada, Las Vegas)

11:00 DEVELOPMENT OF A SEXUAL MINORITY SOCIAL CLIMATE
MEASURE: ONE INTERSECTION AT A TIME

Jordan Brooks, Quyen Tiet (Alliant International University, CSPP, San Francisco)

SYMPOSIUM

10:45 AM - 11:45 AM Raincross Ballroom A&D

BUILDING PSYCHOLOGY PARTNERSHIPS AND PATHWAYS FOR TALENTED MINORITIZED PSYCHOLOGY STUDENTS

¹Kathy Espino-Perez, ¹Alicia Ibaraki, ²Amy Nusbaum, ³Kayden Vargas, ³Kathryn Becker-Blease, ³Joanna DeMeyer, ²Zahira Flores, ³Jazlyn Mitchell, ²Melanie Montejano (¹Western Oregon University, ²Heritage University, ³Oregon State University)

Graduate programs want more diversity. Students from minoritized backgrounds want to attend graduate school. Many opportunities and challenges exist for both graduate programs admitting students from minoritized backgrounds and students from minoritized backgrounds applying to graduate school. In the following symposium, we will (a) explore how COVID-19 changed the relative weight of different criteria for admission to graduate school in ways that may promote equity, (b) delve into how we can create pathways to graduate school for students from minoritized backgrounds who are community rooted, and (c) learn about traditional and non-traditional paths to graduate school from both undergraduate and graduate students from minoritized backgrounds. Finally, Dr. Kathryn Becker-Blease will lead a conversation between audience members and panelists on how to support minoritized students interested in attending graduate school as well as funding mechanisms available from the National Science Foundation to support these goals.

CHANGES IN GRADUATE ADMISSIONS PROCESSES - IMPLICATIONS
AND OPPORTUNITIES Kathy Espino-Perez (Western Oregon University) &
Alicia Ibaraki (Western Oregon University)

CREATING PATHWAYS TO GRADUATE SCHOOL THROUGH
COLLABORATION: SUPPORTING COMMUNITY ROOTED STUDENTS
AT MINORITY SERVING INSTITUTIONS Amy T. Nusbaum (Heritage
University) & Kayden M. Vargas (Heritage University)

DIVERSE STUDENTS PERSPECTIVES ON PATHWAYS FROM UNDERGRADUATE TO GRADUATE RESEARCH PSYCHOLOGY PROGRAMS Adriana Bravo (Heritage University), Joanna DeMeyer (Oregon State University), Zahira Flores (Heritage University), Jazlyn Mitchell (Oregon State University), & Melanie Montejano (Heritage University)

DISTINGUISHED SPEAKER

10:45 AM - 11:45 AM Exhibition Hall C - Continuing Education Available

CULTURAL NEUROSCIENCE AND GLOBAL MENTAL HEALTH: A GLOBAL AGENDA FOR MENTAL HEALTH

Joan Chiao (International Cultural Neuroscience Consortium)

Chair: Richard Hartman (Loma Linda University)

The goal of the global mental health agenda is to identify main priority areas that are fundamental to the advancement of discovery and delivery science on the prevention and promotion of mental health. Culture and mental health promotion is a chief priority area that is foundational to the attainment of health equity. Translational research on cultural neuroscience develops the evidence base of integrative research on culture and mental health. The discovery of cures, preventions and interventions is paramount to the amelioration of mental disorders. The equitable access of scientific and educational resources is essential the highest standards of culture and health promotion. The promotion of the societal and public understanding of the impact of culture and mental health promotion on health and human development leads in the advancement of the attainment of the highest standards of health and health equity for all.

Biography

Dr. Joan Chiao received her Ph.D. in Psychology from Harvard University. Dr. Chiao is a Director of the International Cultural Neuroscience Consortium, Global Consortium for Social and Affective Neuroscience and the Laboratory for Social Affective and Cultural Neuroscience. She serves as Executive Director of the Institute for Cultural Neuroscience. She is a Fellow of the Japan Society for the Promotion of Science, Association for Psychological Science, Society for Experimental Social Psychology and Society for Personality and Social Psychology. She is an Editor of the Oxford Handbook Series on Cultural Neuroscience, Essays in

Cultural Neuroscience Series and the Cambridge Series on Cultural Neuroscience. She is a Recipient of the Distinguished Scientist Award from the International Cultural Neuroscience Society.

SYMPOSIUM

11:00 AM - 12:00 PM Raincross Ballroom C&F

CULTURALLY-CENTERED APPROACHES TO SUPPORTING COLLEGE STUDENTS

Jessica Dennis, Christinalee Houseman (California State University, Los Angeles)

This symposium will focus on the ways in which programs at colleges and universities can support students from diverse cultural backgrounds by building on the many forms of capital they bring with them. We will discuss theoretical perspectives relevant to the facilitation of college success and persistence, including intersectional approaches and those from clinical and educational psychology. The first two papers present empirical research findings from studies with college student populations. The first presentation describes findings linking experiences of ethnic and sexual discrimination to identity and academic engagement, with a discussion of approaches to supporting intersectional identity development. The second presentation examines predictors of institutional support and help-seeking with a focus on the ways in which universities can create a welcoming environment to encourage students to utilize support. The final presentation will describe how to adopt the concept of cultural humility from clinical psychology when developing student support programs.

AN INTERSECTIONAL APPROACH TO ACADEMIC ENGAGEMENT Andrew Chavez, Edward Lopez, & Jessica Dennis (California State University, Los Angeles)

FACILITATING POSITIVE ATTITUDES TOWARD HELP-SEEKING AMONG COLLEGE STUDENTS Judith Bracamontes, Edward Lopez, & Jessica Dennis (California State University, Los Angeles)

CULTURAL HUMILITY AND STUDENT SUPPORT SERVICES Maira Anaya-Lopez, (University of California, Santa Barbara), Angela Navata (California State University, Los Angeles), Yushan Zhao (California State University, Long Beach), and Cynthia Martinez (California State University, Los Angeles)

POSTER SESSION 8

11:00 AM - 12:15 PM Exhibition Hall A/B

HEALTH/MEDICAL PSYCHOLOGY I

8-1 EXERCISE SELF-EFFICACY MEDIATES THE RELATIONSHIP BETWEEN SOCIAL CONTROL AND PHYSICAL ACTIVITY

Kelly Cotter, Carolyn Gallella (California State University, Stanislaus)

8-2 ASSOCIATIONS BETWEEN WELL-BEING AND LEISURE: DOES MEASUREMENT TYPE MAKE A DIFFERENCE?

Rui Wang, Veronica Ramirez, Sarah Pressman (University of California, Irvine)

8-3 THE IMPACT OF SCREEN TIME AND CYBERBULLYING VICTIMIZATION ON ADOLESCENT HEALTH

Olivia Triplett, Raine Triplett, Tori Van Dyk (Loma Linda University)

8-4 THE EFFECT OF SLEEP HEALTH AND SCREEN TIME ON ADOLESCENTS' PHYSICAL ACTIVITY

Olivia Triplett, Erica Mazzone, Nuria Morales, Tori Van Dyk (Loma Linda University)

8-5 THE BIG 5 AS PREDICTORS OF MEDICATION USE IN UNIVERSITY FEMALES

Jenna Nguyen, Danica Lewis (University of La Verne)

8-6 PERCEPTIONS OF LIKELIHOOD FOR IMMUNOCOMPROMISED INDIVIDUALS TO VACCINATE AGAINST THE FLU AND COVID-19

Tyler Tulman, Victoria Fawcette, Sonia Avila Contreras, Jill Quilici, Ana Goricki (California State University, Northridge)

8-7 MORAL INJURY, LONELINESS AND COMMUNITY BELONGING AMONG HEALTHCARE PROFESSIONALS DURING THE COVID-19 PANDEMIC

¹Camille Marquez, ²Arielle Scoglio (¹University of California, Los Angeles, ²Bentley University)

8-8 GENDER, DISEASE-THREAT, AND SELF-EFFICACY AS PREDICTORS OF EXERCISE BEHAVIORS AMONG DIABETES AT-RISK LATINX COLLEGE STUDENTS

Taylor Duffy, Denise Aguiluz, Silvia Santos, Maria Teresa Hurtado-Ortiz, Antonio Romero, Yesenia Gonzalez (California State University, Dominguez Hills)

8-9 SOCIO-CULTURAL FACTORS, HEALTH STATUS, SELF-EFFICACY, AND EXERCISE AS PREDICTORS OF DIABETES- RISK AMONG LATINX COLLEGE STUDENTS (AWARD WINNER)

Taylor Duffy, Silvia Santos, Maria Teresa Hurtado-Ortiz, Denise Aguiluz, Antonio Romero, Yessenia Gonzalez (California State University, Dominguez Hills)

8-10 A QUALITATIVE AND QUANTITATIVE ANALYSIS OF INSTAGRAM USE AND DISORDERED EATING

Francesca Namala (California State University, Long Beach)

8-11 DIABETES DISTRESS AND OBJECTIVE FUNCTIONING PREDICT DEPRESSION IN YOUNG ADULTS WITH DIABETES

Armaine De Guzman, Kassandra Perez, Tori Van Dyk (Loma Linda University)

8-12 PATIENT SATISFACTION: COMPARISONS BETWEEN PEOPLE WITH FACIAL PALSY AND PEOPLE WITH RARE DISORDERS

Sydney Tran, Kathleen Bogart (Oregon State University)

8-13 MEDICAL MISTRUST AND VACCINATION BEHAVIORS AMONG RACIAL AND ETHNIC MINORITIES

Bridgette Peteet, Eboni Martin, Jacinda Abdul-Mutakabbir, Anna Espinoza, Shenielle Bisson, Mahogany Kincaid (Loma Linda University)

8-14 DIETARY POLYPHENOL INTAKE AND MEMORY DECLINE IN MID TO LATE LIFE

Kiyana Eshai, Richelin Dye, Kelly Morton (Loma Linda University)

8-15 ATTITUDES OF HEALTHCARE PROFESSIONALS TOWARDS GENDER MINORITY CLIENTS

Alicia Cromer, Dejah Yansen, April Vollmer, Mauricio Atencio, Ann Rumble (Northern Arizona University)

8-16 THE ASSOCIATIONS BETWEEN LANGUAGE USE IN PERSONAL NARRATIVES AND ATHEROSCLEROTIC CARDIOVASCULAR DISEASE RISK

¹Tiffany Chang, ²VanAnh Phung, ³Priya Thomas, ²Jennifer Aw, ²Sarah Pressman (¹University of California, Irvine; Des Moines University, College of Osteopathic Medicine, ²University of California, Irvine)

8-17 PROFICIENCY IN TECHNOLOGY USE IN OLDER ADULTS

Nicole Torres, Mina Aljibori, Shushanik Pakevichyan, Linda Paumer, Kim Roberts (¹California State University, Sacramento)

8-18 INDICATORS OF PERCEPTION AND INTENTION REGARDING
FACE MASK-WEARING AMONG ADULTS AGED 18 TO 30 WITH
PERSPECTIVES FROM THE THEORY OF PLANNED BEHAVIOR
Derek Chang (University of California, Irvine)

8-19 APOE IS NOT ASSOCIATED WITH NEUROPSYCHIATRIC
SYMPTOMS IN PARKINSON'S DISEASE
Ruth Kirby, Cameron Ryczek, Lea Hemphil, Haley Potter, Jacob Jones (California
State University, San Bernardino)

8-20 INTEGRATED BEHAVIORAL HEALTHCARE FOR
UNCONTROLLED DIABETES IN AN UNDERSERVED PATIENT
POPULATION
Bradley Anderson, Kelly Morton (Loma Linda University)

8-21 SUPPORT-GIVING ALTERS RISK PERCEPTIONS
'Nicole Abaya, 'Alicia Assang, 'Rebecca Ferrer, 'Tristen Inagaki ('San Diego State
University, 'National Cancer Institute)

8-22 EXPLORING THE RELATIONSHIP BETWEEN SELF-CONTROL
AND SELF-AFFIRMATION ON FOOD CHOICE
Tanshi Mohan, Kimi Uenaka, Bijou Allard, Julia Boehm (Chapman University)

8-23 NUTRITIONAL FACTORS AND CROSS-NATIONAL POSTPARTUM
DEPRESSION PREVALENCE: A META-ANALYSIS AND META-
REGRESSION OF 412 STUDIES FROM 46 COUNTRIES
'Adi Fish-Williamson, 'Asha Nair, 'Jennifer Hahn-Holbrook ('University of California,
Merced, 'California State University, Stanislaus)

8-24 COMPARISON OF SLEEP & MENTAL HEALTH IN COLLEGE
STUDENTS IN 2021 AND 2022
'Bryanna Banks, 'Nicole Torres, 'Santos Pena, 'Mina Aljibori, 'Linda Paumer, 'Kim
Roberts ('California State University, Sacramento, 'California State University)

8-25 SLEEP AND MENTAL HEALTH IN OLDER ADULTS DURING THE
PANDEMIC 2021 & 2022
'Santos Pena, 'Mina Aljibori, 'Bryanna Banks, 'Linda Paumer, 'Kim Roberts
(California State University, Sacramento, California State University)

8-26 RACIAL BIAS IN ADOLESCENT PAIN PERCEPTION: BELIEFS OF MEDICAL PROFESSIONALS AND NON-MEDICAL LAYPEOPLE

¹Steffanie Guillermo, ²Emily Briones, ¹Nymisha Desai, ¹Matthew Gainsboro, ³Amani Khan (¹Pitzer College, ²Pomona College, ³Scripps College)

8-27 PREDICTABILITY IN THE HOUSEHOLD IS ASSOCIATED WITH ENHANCED MENTAL AND BEHAVIORAL HEALTH IN CHILDREN WITH CHRONIC MEDICAL CONDITIONS

Natasha Lindert, Laura Glynn (Chapman University)

8-28 CREDIBILITY OF HEALTHCARE PROFESSIONALS AND PERSONAL STORY SHARING ON PATIENT'S PERCEPTIONS OF TRUST AND EMPATHY

Lexi Philips, Nicole Alea Albada (University of California, Santa Barbara)

8-29 UNDERSTANDING CANCER RISK KNOWLEDGE IN YOUNG ADULTS

Nuria Maida Safar, Vyvy Tran (California State University Dominguez Hills)

8-30 BIOMARKERS OF OBJECTIVE CRITERIA FOR SUBTLE COGNITIVE DECLINE IN PARKINSON'S DISEASE

Mary-Ellen Garcia, Haley Potter, Jacob Jones (California State University, San Bernardino)

8-31 IN SEARCH OF THE LOCAL DOMINANCE EFFECT IN RISK COMMUNICATION

Melissa Martinez, Paul Price (California State University, Fresno)

8-32 SECONDARY TRAUMATIC STRESS WITHIN NURSES: THE ROLE OF MINDFULNESS AND COGNITIVE FLEXIBILITY

Karine Scheinblum, Bina Parekh (The Chicago School of Professional Psychology)

8-33 THE IMPORTANCE OF PEER BELONGING IN LATINX STUDENTS' WELL-BEING

¹Marlene Figueroa, ²Viviane Seyranian, ³Ian Thacker (¹California State University, Los Angeles, ²California State Polytechnic University, Pomona, ³University of Texas)

8-34 INDIVIDUALS WITH SJOGREN SYNDROME AND THE COVID-19 PANDEMIC: HOW ARE THEY COPING?

Cagney Johnson, George Gharibian (Alliant International University, Los Angeles)

8-35 EVALUATION OF PARTNERS IN HEALTH'S PANDEMIC
PREPAREDNESS COURSE PROPOSALS IN THE UNITED STATES

Sreeja Stanam, Elise Murowchick (Seattle University)

8-36 CONSPIRATORIAL IDEATION'S IMPACT ON VACCINE
ACCEPTANCE

Victoria Fawcette, Tyler Tülman, Adriana Lopez Vasquez, Ana Goricki, Sonia Avila Contreras, Jill Quilici (California State University, Northridge)

8-37 PARENTAL SUPPORT, MENTAL HEALTH, AND PREGNANCY
COMPLICATIONS

Medha Sharma, Ilona Yim, Precious Araujo (University of California, Irvine)

8-38 THE EFFECTS OF DAILY LIFE STRESS ON SLEEP VARIANCE IN
UNDERGRADUATES

Sabrina Brooks, Martin Shapiro (California State University, Fresno)

8-39 PERCEPTIONS AND COMMUNICATIONS SURROUNDING ANTI-
VAXXERS

Erin Ly, Natalie Johnston, Lindelwe Ndlovu, Leslie R. Martin (La Sierra University)

8-40 DOWN SYNDROME: EPIDEMIOLOGY, INTERNET SEARCHES,
AND DEMOGRAPHIC CORRELATES

T.L. Brink, Emma J. Garcia (Crafton Hills College)

8-41 NIGHTMARES: A GOOGLE TRENDS STUDY OF COVID-19 AND
DEMOGRAPHICS

T.L. Brink (Crafton Hills College)

8-42 METABOLIC PREDICTORS OF INFLAMMATION OVER TIME IN
SCHIZOPHRENIA (**AWARD WINNER**)

Daniel Franz, Colleen Brenner, Nicholas J. Rockwood, Patricia Flynn, Richard Hartman (Loma Linda University)

8-43 RELATIONS BETWEEN NEUROTICISM AND DIMENSIONS OF
SLEEP

¹Christine Ha, ²Jocelyn Chang, ³Akriti Poudel, ³Amanda Dee, ³Alexandra Aringer,
³Stacey Doan (¹Pomona College, ²Scripps College, ³Claremont McKenna College)

8-44 A PRELIMINARY PILOT STUDY TO EXAMINE THE EFFICACY OF A SPANISH PRIMER TO FACILITATE COMMUNICATION BETWEEN NON-ENGLISH SPEAKING PATIENTS AND ENGLISH SPEAKING HEALTHCARE PROVIDERS AT LOMA LINDA UNIVERSITY MEDICAL CENTER

¹John Park, ²Daniel Jin, ¹Jasmine Morando, ¹Ariana Lamb, ¹Sarah Martinez (¹California Baptist University, ²Loma Linda University)

8-45 BLOOD PRESSURE AND BODY MASS INDEX PREDICT PAIN INTENSITY

Adina Corke, Jenny Mai, Laura Zettel-Watson, Barbara Cherry, Rosario Rose Rosario Sakamoto (California State University, Fullerton)

8-46 INCREASED GROWTH MINDSET FROM A COMMUNITY-BASED TECHNOLOGY INTERVENTION FOR LOW-INCOME OLDER ADULTS

¹Alex Nguyen, ¹Leah Ferguson, ¹Tania Rodriguez, ²Jewel Lee, ¹Rachel Wu (¹University of California, Riverside, ²Riverside County Office On Aging)

8-47 COVID-19 VACCINE HESITANCY AMONG INDIVIDUALS IN THE IMPERIAL VALLEY

Linda Abarbanell, Andrea Van Bebber, Nancy Chaidez, Isabel Beltran, Katherine Ekonomo, Lesley Martinez (San Diego State University, Imperial Valley)

8-48 INGROUP UNREALISTIC OPTIMISM ABOUT COVID-19: MY GROUP IS SAFER THAN YOUR GROUP

Raul Diaz, Paul Price (California State University, Fresno)

8-49 NONVERBAL COMMUNICATION IN VACCINE-RELATED MESSAGES

Lindelwe Ndlovu, Natalie Johnston, Erin Ly, Leslie R. Martin (La Sierra University)

8-50 ASSOCIATIONS BETWEEN WOMEN WELLNESS VISITS AND THE CONTEXT OF COMMUNICATION ABOUT WOMEN WELLNESS VISITS AMONG LATINA WOMEN.

Patricia Cabral, Miya Chinn, Jasmine Mack, Miari Costarelli, Grace Fernandez, Jenna Sanders, Andei Fukushima (Occidental College)

8-51 EMERGING MODEL ON RACIALLY MARGINALIZED MENTAL HEALTH SERVICE PROVIDERS AND THEIR CLIENTS

Cristina Carrera, Nallely De La Rosa (California State University, Northridge)

- 8-52 ADVERSE CHILDHOOD EXPERIENCES AND THE IMPACT OF COPING MECHANISMS ON RESILIENCE AND RISK FACTORS
Hira Zainul Abideen, Linda Cameron (University of California, Merced)
- 8-53 THERAPEUTIC EFFECTS OF TIBETAN SINGING BOWLS
Eric Christopherson, Colleen Brenner (Loma Linda University)
- 8-54 THE EFFECT OF VISUAL IMAGERY ON TRAIT ANXIETY LEVELS
Miriam Ojeda, Annie Tong, Karissa Miller (California State University, Long Beach)
- 8-55 PHYSICAL ACTIVITY ACROSS THE LIFESPAN: DOES PHYSICAL ACTIVITY ALLEVIATE STRESS?
Daniella Yerumyan, Shelley Blozis (University of California, Davis)
- 8-56 PREDICTORS OF INTENTIONS TO USE A MINDFULNESS MEDITATION APP
Tai Chang, Pei-Ying Lo, Amira Blake (CSPP, Alliant International University)
- 8-57 CLINICAL PSYCHOLOGY DOCTORAL STUDENT BURNOUT AND A SELF-CARE FAIR INTERVENTION
Sophia Josemoan (Loma Linda University)
- 8-58 THE EFFECTS OF RELAXATION TECHNIQUES AND MINDFULNESS PRACTICES ON ACNE VULGARIS
Melissa Petrossian, Richard Hartman, Colleen Brenner (Loma Linda University)
- 8-59 ACCULTURATION AND CANCER WORRY AS PREDICTORS OF PCA SCREENING IN HISPANIC AMERICAN MEN
¹Kendal Ruffin, ¹Alyssa Choi, ²Georgia R. Sadler, ¹Vanessa L. Malcarne (¹San Diego State University, ²University of California, San Diego)

PAPER SESSION

11:15 AM - 12:15 PM Meeting Room 2

WHAT'S NEW IN MEASUREMENT AND STATISTICS?

Chair: Chris Aberson (Cal Poly Humboldt)

11:18 HOW ASSUMPTION VIOLATIONS AFFECT POWER AND TYPE I ERROR IN MULTIPLE REGRESSION DESIGNS

Chris Aberson (Cal Poly Humboldt)

11:39 MEASURING FACTORS AFFECTING COVID-19 VACCINATION DECISIONS: PSYCHOMETRIC EVIDENCE FROM THE RASCH RATING SCALE MODEL

¹HyeSun Lee, ¹Nien-Tsu Nancy Chen, ²Bianca Villalobos, ¹Kimmy Kee-Rose
(¹California State University, Channel Islands, ²University of Texas, Rio Grande Valley)

12:00 MODELING BOUNDED AND SKEWED ITEM RESPONSE DATA WITH THE MULTIDIMENSIONAL BETA FACTOR MODEL

Alfonso J. Martinez (University of Iowa)

12:21 IMPROVING CROSS-CULTURAL COMPARISONS BY CONTROLLING FOR RESPONSE STYLES USING THE CONTINUOUS RESPONSE MODEL

Weldon Zane Smith, HyeSun Lee (California State University, Channel Islands)

DISTINGUISHED SPEAKER

11:30 AM - 12:30 PM Exhibition Hall D - Continuing Education Available

REFLECTIONS ON 40 YEARS OF RESEARCH ON CULTURE AND EMOTION

David Matsumoto (San Francisco State University)

Chair: Bridgette Peteet (Loma Linda University)

Of the many research areas in psychology, two have seen their share of heated debates and passionate arguments over the decades, perhaps more than in other

research areas; they are the areas of culture and emotion. I have been fortunate (?) to have spent my career studying the intersection of both these ripe areas of research. The purpose of this presentation is twofold: First, I will briefly present a biocultural model of emotion that offers three premises about emotion that can help resolve past debates and move the field toward an integrated view of emotion, hopefully to push research and theory on culture and emotion in the future. Second, I will offer my reflections about the debates and their persistence, and provide an optimistic vision of the future of these important research areas.

Biography

David Matsumoto received his B.A. from the University of Michigan in 1981, double majoring in psychology and Japanese and receiving High Honors in both. He obtained his Masters (1983) and Doctoral (1986) degrees in Psychology from the University of California at Berkeley. He has been a Professor of Psychology at San Francisco State University (SFSU) since 1989, and is the Founder and Director of SFSU's Culture and Emotion Research Laboratory. His books include well-known titles such as the Culture and Psychology, the APA Handbook of Nonverbal Communication (ed.), Nonverbal Communication: Science and Application (ed.), the Cambridge Dictionary of Psychology (ed.), Cross-Cultural Research Methods in Psychology (ed.), the APA Handbook of Interpersonal Communication (ed.), the APA Handbook of Intercultural Communication (ed.), and The Oxford Handbook of Culture and Psychology (ed.). He is the recipient of many awards and honors in the field of psychology, and is a Fellow of the Association for Psychological Science, the Society for Personality and Social Psychology, the International Academy of Intercultural Research, and the International Association for Cross-Cultural Psychology. He has been President and CEO of Humintell (www.humintell.com) since its founding in 2009.

SYMPOSIUM

12:00 PM - 01:00 PM Raincross Ballroom A&D

HOW WE INCREASE SUCCESSFUL OUTCOMES IN THE
INTRODUCTORY PSYCHOLOGY COURSE – YOU CAN TOO!

Chair: Jerry Rudmann (Irvine Valley College)

A faculty and student team will provide an overview of a unique introductory psychology course project in place at Irvine Valley College. Advanced students

are trained to provide supplemental instruction on study skills and scientific reasoning to students in the introductory psychology course. Supplemental instruction is in the form of 10 modules that cover evidence-based study skills and scientific reasoning (Becker-Blease et al., 2021; Stevens et al., 2016). Several forms of instructional delivery are used: in-class presentations, live presentations via Zoom, or on-demand interactive web presentations using the PlayPosit platform. A comprehensive assessment plan helps us gauge the supplemental instruction's impact on student outcomes: Course SLOs, pre- and post-presentation assessment, and longitudinal tracking of the academic progress of the introductory psychology students. In addition, the student presenters benefit from participating in a combined service and research project. Participating teachers and advanced students will describe the project's components and how you can access the project resources for use at your college.

Becker-Blease, K., Stevens, C., Witkow, M. R., & Almuaybid, A. (2021). Teaching modules boost scientific reasoning skills in small and large lecture introductory psychology classrooms. *Scholarship of Teaching and Learning in Psychology*, 7(1), 2-13.
Becker-Blease, K., Stevens, C., Witkow, M. R., & Almuaybid, A. (2021). <https://doi.org/10.1037/stl0000173>

Rudmann, J. L., Tucker, K., Cassens, M., Mis, B., & Taylor Y. (2022). Teaching introductory psychology students with varying degrees of readiness. In R. A. R. Guring & G. Neufeld (Eds.), *Transforming introductory psychology*, pp. 223-228. American Psychological Association.

Stevens, C., Witkow, M. R., & Smelt, B. (2016). Strengthening scientific reasoning skills in introductory psychology: Evidence from community college and liberal arts classrooms. *Scholarship of Teaching and Learning in Psychology*, 2(4), 245-260. <https://doi.org/10.1037/stl0000070>

THE APA'S INTRODUCTORY PSYCHOLOGY INITIATIVE Jerry Rudmann,
Irvine Valley College

AN OVERVIEW OF THE IPI PROJECT AT IRVINE VALLEY
COLLEGE Hartrisha Dhindsa, Irvine Valley College

EXAMPLE OF AN IPI LESSON AND THE VARIOUS DELIVERY
MODES Saina Salamati, Irvine Valley College

AN OVERVIEW OF THE IPI PROJECT ASSESSMENT PLAN
Noor Dalati, Irvine Valley College

EXAMPLES OF PROJECT DATA Shireen Mohamdjawad, Irvine Valley College

PSI BETA PROGRAM

12:00 PM - 01:15 PM Meeting Room 8/9/10

PSI CHI/PSI BETA INFORMATION SESSION AND SOCIAL

¹Helen Greenbergs, ²Brittany Avila (¹San Diego Mesa College, ²University of Nevada, Reno)

Psi Chi/Psi Beta Collaboration: Come hear about the benefits of joining an honor society. Learn about the honor societies at different levels - community college and four-year institutions. Network with other honor society members and enjoy some social time and refreshments.

CONVERSATION HOUR WITH HECTOR BENTANCOURT

11:15 AM - 12:15 PM Raincross Ballroom B&E

CONVERSATION HOUR WITH HECTOR BETANCOURT

Biography

Dr. Hector Betancourt received a BA (equivalent) from the Catholic University of Chile and his Ph.D. in Social Psychology and Personality from UCLA. He is now Distinguished Professor at Loma Linda University, where he was Founding Chair of the Graduate Department of Psychology (1993-1998) and established the Culture and Behavior Laboratory (CBL). He is a Fellow of APA, including Divisions 1, 45, 48, and 52, and has contributed to psychological organizations in leadership positions such as President of the Society for the Study of Peace, Conflict, and Violence, member of APA Board of Scientific Affairs, SPSSI Executive Council, and Secretary General of the Inter-American Society of Psychology. His academic and research interests include attribution-emotion processes in interpersonal behavior, conflict, and violence; culture and diversity in psychology; and; the structure of relations among cultural and psychological factors as determinant of behavioral and biological phenomena relevant to health and social issues. Dr. Betancourt and the CBL have contributed to international research collaborations in Latin America and to the development of graduate programs, such as a Ph.D. focused on cultural psychology at Universidad de La Frontera, Chile.

BUSINESS - WPA COUNCIL OF REPRESENTATIVES MEETING

12:15 PM - 01:15 PM Raincross Ballroom B&E

Please join us for our annual Council of Representative Meeting

Chair: Matthew Jackson (WPA Council Member-at-Large)

DISTINGUISHED SPEAKER

12:15 PM - 01:15 PM Exhibition Hall C - Continuing Education Available

WHAT PSYCHOLOGY CAN TELL US ABOUT PUBLIC
MISUNDERSTANDING OF SCIENCE: CHALLENGES AND SOLUTIONS
Gale Sinatra (University of Southern California)

Chair: Steven Lopez (University of Southern California)

Many individuals are perplexed by family members, friends, and co-workers who avoid vaccinations or believe climate change is a hoax. Democracies depend on educated citizens who can make informed decisions about scientific issues. The COVID-19 pandemic brought these issues into sharp relief. In *Science Denial: Why It Happens and What to Do About It*, Sinatra and Hofer examine the psychological factors contributing to science doubt, resistance, and denial. This presentation will focus on the themes from the book including the role of psychological constructs such as cognitive biases, emotions, identity, epistemic cognition, and motivated reasoning in public (mis)understanding of science. Sinatra will overview psychological challenges to public understanding of science and provide research-based solutions to each challenge for individuals, clinicians, policy makers, and science communicators.

Biography

Dr. Gale M. Sinatra is the Stephen H. Crocker Chair and Professor of Psychology and Education and Associate Dean for Research at the Rossier School of Education at the University of Southern California, USA. She received her B.S., M.S., and Ph.D. in Psychology from the University of Massachusetts, Amherst. She is past President of American Psychological Association (APA) Division 15, Educational Psychology. She is a Fellow of APA and a member of the National Academy of Education. She recently

chaired the APA Climate Change Task Force. Sinatra heads the Motivated Change Research Lab (www.motivatedchangelab.com), the mission of which is understanding the cognitive, motivational, and emotional processes that lead to attitude change, conceptual change, and successful STEM learning. Sinatra's model of conceptual change learning (Dole & Sinatra 1998; Sinatra, 2005; Sinatra, 2022) describes how motivational factors contribute to the likelihood that individuals will change their thinking about a scientific topic. She is the co-author (with Dr. Barbara Hofer) of *Science Denial: Why it Happens and What to Do About It* (www.sciencedenialbook.com) published by Oxford University Press, 2021.

PAPER SESSION

12:15 PM - 01:15 PM Meeting Room 1

LIFE-SPAN DEVELOPMENT

Chair: Debra Valencia-Laver (Psychology & Child Development, Cal Poly, San Luis Obispo)

12:18 COLLEGE STUDENTS' KNOWLEDGE AND PERCEPTIONS OF ALZHEIMER'S DISEASE

Debra Valencia-Laver (Psychology & Child Development, Cal Poly, San Luis Obispo)

12:32 IDENTIFYING BARRIERS TO LEARNING NOVEL SKILLS AMONG LOW-INCOME LATINX OLDER ADULTS

Tania Rodriguez, Rachel Wu (University of California, Riverside)

12:46 EXAMINING CULTURE ORIENTATION AND SIBLING RELATIONSHIP QUALITY AMONG ADULTS WITH A SIBLING WITH AUTISM SPECTRUM DISORDER: A MIXED METHODS STUDY

Sarah Guadarrama, Janice N. Phung (California State University, San Marcos)

13:00 SIMULTANEOUS SKILL LEARNING INTERVENTIONS WITH OLDER ADULTS: CHANGES IN COGNITIVE PERFORMANCE ACROSS THREE STUDIES (AWARD WINNER)

¹Leah E Ferguson, ¹Debaeena Sain, ¹Esra Kürüm, ²George Rebok, ¹Rachel Wu (¹University of California, Riverside, ²Johns Hopkins University)

POSTER SESSION 9

12:30 PM - 01:45 PM Exhibition Hall A/B

SOCIAL ISSUES

**9-1 IDENTIFYING OBSTACLES: LATINX STUDENTS AND
CRIMINOGENIC CONTEXTS**

Emily Christensen, Mrinal Sinha (California State University, Monterey Bay)

**9-2 FRATERNITY MEMBERSHIP, RAPE SUPPORTIVE CULTURE, AND
RAPE PERPETRATION: A SYSTEMATIC REVIEW**

Sydney Albertson, Erika DeJonghe (California Polytechnic University Pomona)

**9-3 MY HERITAGE, YOUR HISTORY BOOKS: HISTORICAL EMPATHY'S
CONNECTION TO THE UNDERSTANDING OF DISCRIMINATION**

Leslie Dunnigan, Riley Henry, Zach Schudson (California State University, Sacramento)

**9-4 ETHNIC INFLUENCES ON FEMALE SURVIVORS' REASONS TO
STAY IN AN INTIMATE PARTNER VIOLENCE RELATIONSHIP**

Catherine Smith, Jordyn Bitton, Roxanne Mendoza, Francesca Namala (California State University, Long Beach)

**9-5 ARE DIVERSITY STATEMENTS LIP SERVICE? HOW DO LATINAS
IN THE TECH INDUSTRY PERCEIVE SOCIAL INCLUSION IN THE
WORKPLACE: A MIXED-METHODS APPROACH**

Rubysela Rodriguez, Erick Carranza, Omar Ruvalcaba (California State University Northridge)

**9-6 GENDER, SEXUAL EXPERIENCE, AND DATE RAPE PERPETRATOR
AND VICTIM BLAME**

Suzanne Lopez, Hayley Stevenson, Mehrnoosh Bavarsad, Lisa Mori (California State University, Fullerton)

**9-7 ASSESSING FRESNO STATE UNDERGRADUATE ATTITUDES ON
GENDER-AFFIRMING CARE**

Sabrina Brooks, Dorthy Schmidt, Kaito Okamoto-Garson, Lauren Dial (California State University, Fresno)

9-8 RACIAL BIAS IN CIVILIANS' ATTITUDES TOWARDS POLICE USE OF FORCE

¹Steffanie Guillermo, ¹Neha Basu, ²Emily Briones, ¹Nymisha Desai, ¹Lilly Hacsí, ³Sit Wai Phonn (¹Pitzer College, ²Pomona College, ³Claremont Graduate University)

9-9 NOT MY PROBLEM: STUDENT ATTITUDES AS ROADBLOCKS TO A MORE DIVERSE AND ACCEPTING CAMPUS

Cayla Stubler, Karli VanderMeersch, Cheyenne Marble, Nathan Weyer, Eylon Palamaro-Munsell (Northern Arizona University)

9-10 I GOT MINE, WHY DO YOU NEED YOURS? UNDERGRADUATE STUDENT EXPERIENCES OF CAMPUS BELONGING AND SUPPORT

Nathan Weyer, Cheyenne Marble, Karli VanderMeersch, Cayla Stubler, Eylon Palamaro-Munsell (Northern Arizona University)

9-11 ATTITUDES TOWARD SOCIAL ACTIVISM BY PROFESSIONAL ATHLETES

¹Aaron Flores, ²Sean Pradhan, ¹Arlene Asuncion, ¹Cole Armstrong, ¹Michelle Baca Reinke (¹San José State University, ²Menlo College)

9-12 THE RATE OF SOCIAL ACCEPTANCE OF LGBTQ STUDENTS VS. HETEROSEXUAL STUDENTS IN COLLEGE

Chara Powell, Christian Velasquez Caceres, Dashiell Morales, William Zhang (Mt. San Antonio College)

9-13 NEIGHBORHOOD FEATURES AND PERCEPTIONS OF GENTRIFICATION: A QUALITATIVE STUDY

Mehak Shahzad (University of California, Riverside)

9-14 THE EFFECTS OF INCREASED BELIEF IN RAPE MYTHS AND HOSTILE VIEWS OF RAPE VICTIMS ON THE ACCEPTANCE OF INTIMATE PARTNER VIOLENCE

Melissa Hernandez, Rachel Kanter (Crafton Hills College)

9-15 HOW ACCESSIBLE ARE COLLEGE RESOURCES: THE IMPACT OF SES AND GROUP AFFILIATION ON SEEKING ACADEMIC RESOURCES

Abby Malzewski, Phoebe Brock-Dolas (Whitman College)

9-16 STEREOTYPES AND META-STEREOTYPES BASED ON RELIGIOUS IDENTITY

Elise Farrell, Taylor Dougherty, Brianna Beesley, Dallin Loosli, Jill Morris, Robert Butler (Eastern Oregon University)

- 9-17 DREAMERS IN HIGHER EDUCATION: MENTAL HEALTH CHALLENGES, SUPPORTIVE FACTORS, AND RESILIENCY
Evelyn Ojeda, Tatiana Pumacahua (California State Polytechnic University, Pomona)
- 9-18 FROM KNOWLEDGE TO CHANGE: THE ROLE OF INTERSECTIONAL AWARENESS AND HISTORICAL KNOWLEDGE IN ACTIVISM
Riley Henry, Zach Schudson, Leslie Dunnigan (California State University, Sacramento)
- 9-19 WHEN SCIENCE CATCHES UP WITH GRANDMA: HOW GOING TO CHURCH CAN AMELIORATE SOCIOECONOMIC GAPS
Robin Johnson (University of Pennsylvania)
- 9-20 RIGHT-WING AUTHORITARIANISM AND NEGATIVE ATTITUDES TOWARDS OTHERS
Taylor Dougherty, Elise Farrell, Brianna Beesley, Jill Morris, Dallin Loosli, Robert Butler (Eastern Oregon University)
- 9-21 THE EFFECT OF BELIEFS IN A JUST WORLD ON EXTERNALIZING PROBLEMS IN CHILDREN
Jordyn Chapman, Aline Hitti (University of San Francisco)
- 9-22 COLLEGE STUDENT'S RACE AND ATTITUDE TOWARD POLICE
Kylie Cuthbert, Mark Van Doornik, Aleja Perea-Ortiz, Olivia Schmidt (Saint Martin's University)
- 9-23 THE IMPACT OF SEL ON YOUTHS' INTERNAL AND EXTERNAL ASSETS
Erick Carrera, Rabab Hussain, Krista Orrell, Ana Ramos, David Chavez (California State University, San Bernardino)
- 9-24 THE IMPACT OF SEL CURRICULUM: A QUALITATIVE STUDY AMONGST YOUTH
Sylvia Zuniga, Jonathan Castaneda, Adriana Serrato-Burgos, Jorge De La Cruz (California State University, San Bernardino)
- 9-25 COMMUNITY-CULTURAL WEALTH AMONG FIRST-GENERATION BIPOC ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION
Omar Mendez, Tatiana Pumacahua (California State Polytechnic University, Pomona)

9-26 EMPATHY TOWARDS REFUGEES OF DISTINCT RACIAL-ETHNIC BACKGROUND

Sarah Tinawi (University of San Francisco)

9-27 THE RELATIONSHIP BETWEEN SOCIAL EMOTIONAL LEARNING AND EMOTIONAL DISTRESS IN CHILDREN

Brianna Gutierrez, Aniessa Mena, Jasmine Neshwiat, Evelyn Vazquez-Rodriguez (California State University, San Bernardino)

9-28 MODERATED MEDIATION ANALYSIS OF THE INTERNALIZATION OF IMMIGRATION STATUS MICROAGGRESSIONS AMONG LATINX & ASIAN AMERICAN COLLEGE STUDENTS

Richard Chang, Aldo Barrita, Alana Bayless, Michael Razon, Tania Rose, Yajaira Rodriguez, Gloria Wong-Padoongpatt (University of Nevada, Las Vegas)

9-29 DOES SENSE OF BELONGING INFLUENCE LATINA AND BLACK TECH EMPLOYEES' WELLBEING AND FEELINGS OF BURNOUT: A MIXED-METHODS APPROACH

Erick Carranza, Rubysela Rodriguez, Omar Ruvalcaba (California State University, Northridge)

9-30 CHRISTIAN NATIONALISM: VALIDATION OF A NEW MEASURE OF THE CONSTRUCT'S COMPLEXITY

Oscar A. Baldelomar, Macie Ugrin-Smith, Michelle Oh, Melvin Castillo, Lydia Cho, Sandee Carlson (Biola University)

9-31 A QUALITATIVE INQUIRY INTO THE PROVISION OF PEER SUPPORT FOR CAMPUS SEXUAL ASSAULT

¹Arielle Toooh, ²John Bakaly, ¹Nicole Harris (¹Alliant International University, ²California School of Professional Psychology)

9-32 EFFECTS OF ROMANTIC PARTNER INTERACTION ON DYADIC ADJUSTMENT ACROSS DIVERSE COUPLES

M. Anais Martinez, Megan L. Robbins (University of California, Riverside)

9-33 DEVELOPING PSYCHOLOGICAL RESILIENCE IN PRE-ADOLESCENT CHILDREN THROUGH SOCIAL-EMOTIONAL LEARNING CURRICULUM

Joseph Toland, Ivania Citalan Talavera, Mauricio Valdez, Kassandra Gallardo, David Chavez (California State University, San Bernardino)

- 9-34 POSTTRAUMATIC GROWTH IN RESPONSE TO THE COVID-19 PANDEMIC
Eilyn Perez Iglesias, Hanan Mubarez, Edith Contreras, Nikita Varma, Cheryl Chancellor-Freeland (San Jose State University)
- 9-35 THE MODERATING ROLE OF STATUS ON THE EFFECT OF CLASS CONSCIOUSNESS ON SYSTEM JUSTIFICATION
Virgil Berlin, Emma Evans, Erik Correa (Whitman College)
- 9-36 IMPLICATIONS OF COVID-19 ON STUDENT SOCIAL MEDIA USE, STRESS, AND MENTAL HEALTH
Cheyenne Murphy, Kelsey Lee, Shruti Athavan, Nikita Gourabathina, Cheryl Chancellor-Freeland (San Jose State University)
- 9-37 VIOLATION OF EATING NORMS AND DISGUST RESPONSE
Kainat Ansari, Nisha Gharti (Whitman College)
- 9-38 MORTALITY SALIENCE AND POLITICAL ATTITUDES: THE IMPLICATIONS ON QUEER POLITICS AND THE LGBTQIA+
Celine Garcia (California State University, Channel Islands)
- 9-39 INTERGROUP THREAT OF UNDOCUMENTED MEXICAN IMMIGRANTS: PREDICTORS OF POLICY ATTITUDES
Steffanie Guillermo, Brian Cheng (Pitzer College)
- 9-40 REGRESSION AND CORRELATION OF TIME SPENT ON SOCIAL MEDIA AND DISORDERED EATING SYMPTOMS
Emily Huerta, Trevor Graham (Mt. San Antonio College)
- 9-41 LESS PAIN WITH DARKER SKIN: INDIVIDUAL RACIAL JUDGEMENT ON SOCIAL PAIN PERCEPTION WITH PRESENTING VARIATION IN HUMAN FEATURES
Xiang Jiawei, Austin Attaway (California State University, Los Angeles)
- 9-42 EXPLORING THE PSYCHOLOGY OF TECHNOLOGY ACCEPTANCE: INVESTIGATING FACTORS BEHIND PEOPLE'S REACTIONS TO SMART TECHNOLOGIES
Christine Latif, Jared Bosch, Abraham M. Rutchick (California State University, Northridge)

9-43 GENDER DIFFERENCES IN ANXIETY SENSITIVITY

Joe Montgomery, Trevor Graham (Mt. San Antonio College)

9-44 EVALUATING PREDICTORS OF NEOLIBERAL BELIEF

Chase Haney, Brandin Ali, Ella Ben Hagai (California State University, Fullerton)

9-45 EXPLORING ATTITUDES TOWARDS AUTOMATION: A QUALITATIVE ANALYSIS

Jared Bosch, Christine Latif, Paloma Santos, Abraham M. Rutchick (California State University, Northridge)

9-46 ASSESSING COLLEGE STUDENTS' CAREER INTERESTS AND NEEDS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Angelica Aguirre, Yuko Okado, Jady Gomborg (California State University, Fullerton)

9-47 CHILDRENS' AND ADOLESCENTS' ATTRIBUTIONS OF GUILT AND SHAME: INTERGROUP AND INTRAGROUP DIFFERENCES

Alyssa Edmison, Aline Hitti (University of San Francisco)

9-48 THE IMPACT OF SOCIAL MEDIA TIME AND SELF-ESTEEM ON THE DESIRE TO RECEIVE COSMETIC PROCEDURES

Alexandra Melkonians

9-49 SHOWING "BATTLE SCARS" AND SHARING "BODY WISDOM:" THE IMPACT OF CHRONICALLY PAINED COMMUNITIES THROUGH WEBCOMICS

Kevin Tran, Emily Doffing, Danielle Kohfeldt (California State University, Long Beach)

9-50 THE EFFECT OF CHILDREN'S BELIEFS IN A JUST WORLD ON RACIAL AND ETHNIC IDENTITY

Alyssa Edmison (University of San Francisco)

9-51 MINORITY INFLUENCE OF THE BLACK CULTURE IN COMICS

Joshua Diaz, Christopher Warren (California State University, Long Beach)

9-52 VICE OR VIRTUE? HOW PERCEPTIONS OF HYPOCRISY AND THE UNIVERSITY IMPACT THE WILLINGNESS TO REPORT SEXUAL MISCONDUCT

Marci Adolfo (University of San Francisco)

9-53 CONNECTEDNESS TO NATURE AND HUMANITY:

THE MEDIATED RELATIONSHIP BETWEEN AWE AND PRO
ENVIRONMENTAL BEHAVIORS

Erika Lutz, Gabby Wilson, Alex Czopp (Western Washington University)

9-54 EFFECTS OF COVID-19 ON PSYCHOLOGICAL WELL-BEING:

COLLEGE STUDENTS WITH A HISTORY IN FOSTER CARE

Olivia Flores, Savannah Perry, Rayburn Tang, Alisha Singh, Saralyn Ruff (University of
San Francisco)

9-55 OFFERING CASE MANAGEMENT WITH BEHAVIORAL

HEALTH SERVICES TO UNHOUSED PATIENTS IN THE EMERGENCY
DEPARTMENT

¹Sonya Keith, ²Lorraine Ragosta, ³Jose Salazar, ¹Ann Marie Yamada (¹University of
Southern California, ²Tarzana Treatment Centers)

9-56 PERCEPTIONS OF UNIVERSITY BARRIERS AND PARTICIPATION

IN CIVIC ENGAGEMENT IN A LARGE, U.S. HISPANIC SERVING
INSTITUTION

Stacy Morris, Manpreet Dhillon Brar, Rachel Cook, Imalay Rivera, Sarina Saucedo,
Ana Mendoza, Sarah Aguirre, Sitlaly Jimenez Preciado (California State University,
San Bernardino)

9-57 PARTY DIFFERENCES IN POLITICAL POLARIZATION AND

POTENTIAL MECHANISMS OF ACTION

Tyrone Sgambati (University of California, Berkeley)

9-58 SO MUCH TO DO, TOO LITTLE TIME: EFFECTS OF TIME POVERTY

ON WELLBEING IN COLLEGE STUDENTS

Alisha Nkwonta (Pacific Lutheran University)

9-59 SYMPATHY AND EMPATHY IN INTERRACIAL/INTERETHNIC

FRIENDSHIPS WITH RACIAL DISCRIMINATION

Citlalli Hernandez (Arizona State University)

SYMPOSIUM

12:45 PM - 02:15 PM Raincross Ballroom C&F

INTERGROUP CONFLICT: CAUSES, CONSEQUENCES, AND SOLUTIONS

¹Jacob Crocker, ¹Benjamin Anjewierden, ¹Zoë Royer, ²Jackie Shaib, ¹Joseph Ross, ³Lily Syfers, ¹Amber Gaffney (¹Cal Poly Humboldt, ²Claremont Graduate University, ³University of Alberta)

Intergroup conflict occurs at all scales of group interaction. Nations wage wars over land and religious disputes. Political parties fight to guide the direction of their countries. Systemic issues embed intergroup conflict into the fabric of the relationship between law enforcement and many of the people they are meant to protect and serve. This symposium explores the multiple layers of intergroup conflict and ways to reduce it at each level. Four different programs of research highlight intergroup conflict (e.g., political polarization, prejudice toward women and gay men, communities' experiences with law enforcement), explaining both the antecedents to conflict, as well as providing solutions to it.

EXAMINING HOW UNCERTAINTY PREDICTS MEN'S PREJUDICE TOWARDS WOMEN AND GAY MEN Jacob Crocker & Amber Gaffney
(California State Polytechnic University, Humboldt)

LAYING CLAIM TO A SHARED IDENTITY: AN APPLICATION OF THE INGROUP PROJECTION MODEL Zoë Royer & Joseph Ross & Amber Gaffney
(California State Polytechnic University, Humboldt)

POSITIVE AND NEGATIVE CONTACT AS PREDICTORS OF ATTITUDES TOWARD LAW ENFORCEMENT Benjamin Anjewierden & Amber Gaffney
(California State Polytechnic University, Humboldt)

ATTITUDES TOWARD LEADER LANGUAGE Jacqueline Shaib (Claremont Graduate University)

PAPER SESSION

01:15 PM - 02:15 PM Meeting Room 2

INFORMATION, STRESS AND EMOTIONAL CONTROL

Chair: Robert Moeller (Middlebury College)

13:18 THE EFFECTS OF EMOTIONAL CONTROL ON ANXIETY IN 2020 AND 2022 AMONG COLLEGE STUDENTS

Robert Moeller, Martin Seehuus (Middlebury College)

13:32 COMPARING THE EFFECTS OF MANIPULATED TIME HORIZONS ON PARTICIPANTS WHEN COMPLETING AMBIGUOUS SCENARIOS

Andrew Navarrete (California State University, Los Angeles)

13:46 STRESSORS, QUALITY OF LIFE, AND ACADEMIC PERFORMANCE PREDICT STIGMA AWARENESS AND INTERNALIZED STIGMA IN UNIVERSITY STUDENTS WITH PHYSICAL AND MENTAL CHRONIC HEALTH CONDITIONS: A LONGITUDINAL, MIXED-METHODS STUDY

Kevin Criswell, Zlata Krisyuk, Laurie Garcia, Anthony Cortez-Morales, Juliana Wiecks (Eastern Washington University)

14:00 POSTPARTUM EMOTIONAL EXPRESSION AND QUALITY OF LIFE IN FIRST-TIME MOTHERS

Adi Soffer, Lisa Liu (California School of Professional Psychology at Alliant International University, Los Angeles)

CONVERSATION HOUR WITH JOAN CHIAO

01:30 PM - 02:30 PM Meeting Room 1

Chair: Joan Chiao (International Cultural Neuroscience Consortium)

Biography

Dr. Joan Chiao received her Ph.D. in Psychology from Harvard University. Dr. Chiao is a Director of the International Cultural Neuroscience Consortium, Global Consortium for Social and Affective Neuroscience and the Laboratory for Social Affective and Cultural Neuroscience. She serves as Executive Director of the Institute for Cultural Neuroscience. She is a Fellow of the Japan Society

for the Promotion of Science, Association for Psychological Science, Society for Experimental Social Psychology and Society for Personality and Social Psychology. She is an Editor of the Oxford Handbook Series on Cultural Neuroscience, Essays in Cultural Neuroscience Series and the Cambridge Series on Cultural Neuroscience. She is a Recipient of the Distinguished Scientist Award from the International Cultural Neuroscience Society.

SYMPOSIUM

01:30 PM - 03:00 PM Raincross Ballroom B&E

MEDICAL STUDENTS' PERCEPTIONS OF AN IMPLICIT BIAS WORKSHOP: IAT, BIAS REDUCTION STRATEGIES, AND CLINICAL CARE

Patricia Flynn, Hector Betancourt, Chrysan Hoyt, Amanda Feigin, Tiffany Gomez, Dorie-Mae Nicolas, Vee Li (Loma Linda University, Department of Psychology)

Chair: Patricia Flynn (Loma Linda University)

The aim of this symposium is to examine medical students' reactions to an implicit bias in healthcare workshop. Medical students attended a lecture where they: 1) learned about the role of implicit bias in healthcare, 2) took an implicit association test (IAT), and 3) were introduced to seven bias reduction strategies. They completed reflection assignments and engaged in a learning activity in which they implemented a strategy to address their biases. The first paper examines students' reactions to taking an IAT. The second examines students' reflections on a prior interaction with a patient in which implicit bias may have been present and their perceptions regarding its impact on clinical care. The final paper explores students' experiences implementing a bias reduction strategy with a patient. Findings will be discussed in terms of conceptual foundations for understanding cultural biases, the underlying mechanisms for bias reduction, and implications for implicit bias curricula.

MEDICAL STUDENTS' REACTIONS TO TAKING THE IMPLICIT ASSOCIATION TEST Amanda Feigin, Tiffany Gomez, & Hector Betancourt (Loma Linda University)

MEDICAL STUDENTS' PRIOR EXPERIENCES OF IMPLICIT BIAS IN HEALTHCARE ENCOUNTERS Diane Li, Dorie-Mae Nicolas, & Patricia M. Flynn (Loma Linda University)

EMPLOYING BIAS REDUCTION STRATEGIES IN HEALTHCARE:
MEDICAL STUDENT PERSPECTIVES Chrysan Hoyt (US Dept. of Veterans
Affairs); Patricia Flynn & Hector Betancourt (Loma Linda University)

DISTINGUISHED SPEAKER

01:45 PM - 02:45 PM Exhibition Hall C - Continuing Education Available

TOWARDS REDUCING THE DURATION OF UNTREATED PSYCHOSIS:
SOCIAL JUSTICE CONSIDERATIONS
Steven Lopez (USC Department of Psychology)

Chair: Jodie Ullman (California State University, San Bernardino)

My first aim is to present findings of a long-term project within the Latinx community that addresses two specific goals: (a) to increase knowledge and recognition of key symptoms of serious mental illness, and (b) to decrease the treatment delay in which persons with their first episode of serious mental illness receive treatment. My second aim is to critique our research from a social justice perspective. I point out the strengths (e.g., focus on a minoritized community) and weaknesses (e.g., giving little attention to structural barriers to care) of this program of research. Future research would do well to give greater attention to structural factors in both identifying barriers and in working to improve care for the Latinx community.

Biography

Steven Regeser López is a Professor of Psychology and Social Work at the University of Southern California. He has dedicated his 40-year career as an academic clinical psychologist to improving mental health services for communities of color, especially the Latinx community. He has developed programs to teach people in Mexico and the United States to identify the signs of psychosis to facilitate prompt care, he has taught mental health professionals to work effectively with culturally diverse communities, and he has examined the relationship of family caregiving to outcomes in schizophrenia. In all his efforts, he strives to promote a conversation about mental health, the role of culture, and effective care.

POSTER SESSION 10

02:00 PM - 03:15 PM Exhibition Hall A/B

PSI CHI POSTER SESSION

10-1 WHERE DO I BELONG?: INVESTIGATING UNDERGRADUATES' SENSE OF BELONGING ON CAMPUS

Tiffany Liew (Whittier College)

10-2 DOES STUDENT READING TIME AND AUTOMATED PROFESSOR FEEDBACK PREDICT LEARNING?

Julianna Budnick, Ashley Romero, Regan A. R. Gurung (Oregon State University)

10-3 "TIKTOK MADE ME BUY IT": EMOTIONAL CARRYOVER OF DOOMSCROLLING ON PURCHASING DECISIONS

Maria Gerges, Alison Harris (Claremont McKenna College)

10-4 TANGIBLE SUPPORT BUFFERS THE RELATIONSHIP BETWEEN ANGER AND PAIN IN INDIVIDUALS WITH AND WITHOUT FIBROMYALGIA

Mariya D. Malone, Melissa Andrade, Maeva Laflamme, Natalie Villa, Ashley Salazar, Laura Zettel-Watson (California State University, Fullerton)

10-5 DOES BODY SIZE, AND PERSONALITY, AND SHAPE PREDICT CLOTHING ATTITUDES?

Ashley Romero, Julianna Budnick, Regan A. R. Gurung (Oregon State University)

10-6 HOW INTRINSIC RELIGIOSITY RELATES TO EMOTION, VICTIM BLAMING, AND PERCEIVED MORALITY OF NONCONSENSUAL AND EXTRAMARITAL SEX

Veronica Koralewski, Rosemond Lorona (Point Loma Nazarene University)

10-7 CENTERING TRANS JOY: DOES GENDER EUPHORIA CONTRIBUTE TO WELLBEING?

Jor Grapentine, Naviya Venkitesh, Iris Farley, Regan A. R. Gurung (Oregon State University)

10-8 DEATH BY A THOUSAND CUTS? COLLEGE STUDENTS' EXPERIENCES OF MISGENDERING

Jor Grapentine, Naviya Venkitesh, Iris Farley, Regan A. R. Gurung (Oregon State University)

10-9 MENTAL HEALTH IN THE WORKPLACE: HOW FIRST-GENERATION PROFESSIONAL STATUS DOES NOT PREDICT MENTAL HEALTH OUTCOMES

Cammy Widman, Tim Overstreet, Melissa-Ann Lagunas, Joel Jin (Seattle Pacific University)

10-10 FOR CHRIST'S SAKE: CREATION CARE MESSAGING PROMOTES SOCIAL ACTION AMONG CHRISTIAN COLLEGE STUDENTS

Katrina Cloyes, Elle Black, Connor J. Anderson, Max Butterfield (Point Loma Nazarene University)

10-11 MAJOR LIFE OUTCOMES STRONGLY INFLUENCE PERCEIVED SEVERITY OF ADVERSE CHILDHOOD EXPERIENCES

Mary J. Miles, Elle Black, Sophie K. Murray, Connor J. Anderson, Emily Leslie, Max Butterfield (Point Loma Nazarene University)

10-12 HOW CAMPUS BELONGING RELATES TO FIRST-YEAR COLLEGE STUDENTS' MENTAL HEALTH STIGMA AND HELP-SEEKING ATTITUDES

Katie Quinn, Rosemond Lorona (Point Loma Nazarene University)

10-13 PSYCHOPATHS WITH UTILITARIAN ATTITUDES PULL THE LEVER IN THE TROLLEY PROBLEM

Demi Kourtesi, Ananda Liz Peixoto Couto (University of Nevada, Las Vegas)

10-14 THE PSYCHOLOGICAL AND SOCIAL IMPACTS OF COVID-19 ON MAKING NEW CONNECTIONS IN COLLEGE: A FOCUS GROUP APPROACH

Hadas Tankel, Nanoha Kamiya, Christina Lewandowski (California Polytechnic State University, San Luis Obispo)

10-15 THE IMPLICATIONS OF UNPLANNED PREGNANCY ON MENTAL HEALTH

Madeline Federico, Aleja Perea-Ortiz, Megan Convery, Kylie Cuthbert (Saint Martin's University)

10-16 DON'T SWEAT THE BIG STUFF: PATIENCE FOR LIFE'S HARDSHIPS PREDICTS PSYCHOLOGICAL WELL-BEING

Daisy Cisneros, Olivia Karaman, Melissa Wilson, Kate Sweeny (University of California, Riverside)

10-17 AN EVALUATIVE STUDY ON FACTORS OF SUCCESS IN HOMELESS PROGRAMS

Emily Hughes (University of Portland)

10-18 CHILDREN'S CHOICE BIAS IN RESPONSE TO FORCED-CHOICE QUESTIONS IN SEXUAL ABUSE TRIALS

Selin Yalcinkaya (PGSP-Stanford PsyD Consortium)

10-19 HOW COLLEGE STUDENTS PERCEIVE THEIR AUTISTIC PEERS IN TERMS OF RACE AND GENDER

Ekaterina Kirillova, Sarah Guadarrama, Janice N. Phung (California State University, San Marcos)

10-20 EXPLORING THE RELATIONSHIP BETWEEN MINDFULNESS GROWTH AND GENERATIVE CARE OVER TIME

Abigail Edwards, Annie Musgrave, Joel Sagawa, Ross Oakes Mueller (Point Loma Nazarene University)

10-21 EXPLORING THE ROLE OF GROWTH MOTIVATION ON CHANGE IN MINDFULNESS OVER TIME

Abigail Edwards, Annie Musgrave, Joel Sagawa, Ross Oakes Mueller (Point Loma Nazarene University)

10-22 WHAT DO YOU SEE? EXPERIMENTAL STUDY OF HOW VISIBILITY OF EPILEPSY SYMPTOMS IMPACT STIGMA

Cassidy Bernatz, Rosemond Lorona (Point Loma Nazarene University)

10-23 COMPASSION FOR THEE BUT NOT FOR ME: TARGET TYPE ALTERS PERCEPTIONS OF OVERLY STRINGENT DIETING

Sophie K. Murray, Emily Leslie, Mary J. Miles, Connor J. Anderson, Alexandra N. Bitter, Max Butterfield (Point Loma Nazarene University)

10-24 HYFLEX MODALITY UPS AND DOWNS: STUDENT AND FACULTY EXPERIENCES ATTENDING AND TEACHING COURSES IN ONE OF THREE WAYS

¹Jimmy Hendrix, ¹Savannah Robinson, ¹Harmony Nguyen, ¹Juliana Fuqua, ¹Faye Wachs, ²Jeffrey Phillips, ¹Sophia Schneider, ¹Paul Nissenson, ¹Jessica Perez, ¹Christina Gloady, ¹Anessa Sosa, ¹Chenna Hu (¹California Polytechnic State University, Pomona, ²Loyola Marymount University)

10-25 ANTECEDENTS AND SUBJECTIVE EFFECTS OF CANNABIS
AMONG MEDICAL USERS: AN ECOLOGICAL MOMENTARY
ASSESSMENT STUDY

Haley Hummel, Connor Jones, Madeline Meier (Arizona State University)

10-26 CHARACTERIZING BIPOC STUDENTS RESPONSES TO A
SOCIAL BELONGING INTERVENTION: EFFECTS ON BELONGING,
PERSISTENCE, AND STUDENT'S EXPERIENCES OF TRANSITION

Zandile Makatini (University of California, Santa Barbara)

10-27 GENDER DIFFERENCES IN CODEPENDENCY, INTERNALIZING
SYMPTOMS, AND RELATIONSHIP DISSOLUTION AMONG EMERGING
ADULTS

Olivia Wallin, Marina Kare, Ariadne Kaylor (California Polytechnic State University,
San Luis Obispo)

10-28 DO FAITH STYLES MODERATE THE EFFECTS OF DIVINE
COMMAND BELIEFS OR MORTALITY SALIENCE ON ANTI-ATHEIST
PREJUDICE?

Uriel Lejtman, Paul Mallery (La Sierra University)

10-29 ROLE CONFLICT AND IT'S CONTRIBUTION TO STUDENT
ATHLETE BURNOUT

Megan Convery, Olivia Schmidt, Madeline Federico, Mark Van Doornik (Saint
Martin's University)

10-30 ALL WORK AND NO PLAY: STUDENT EMPLOYMENT, STRESS, AND
COPING

Sophia Fischer (Oregon State University)

10-31 THE EMOTIONAL CONSEQUENCES OF ACTIVISM

Sydney Robertson, Regan A. R. Gurung (Oregon State University)

10-32 THE INFLUENCE OF MISGENDERING ON PERCEPTIONS OF
INSTRUCTORS

Jor Grapentine, Naviya Venkitesh, Iris Farley, Regan A. R. Gurung (Oregon State
University)

10-33 SICKNESS PRESENCE AT WORK PRE AND POST PANDEMIC

Christopher Warren, Maegan Schmitz, Syeda Ullah (California State University, Long
Beach)

10-34 THE EFFECT OF SURGICAL MASKS ON THE PERCEPTION OF EMOTIONAL FACIAL EXPRESSIONS DURING THE COVID-19 PANDEMIC

Steven Peralta, Noreen Singh, Kendra McKinley, Deborah Forester, Gary Williams (California State University, Stanislaus)

10-35 EMPATHY, SURGICAL MASKS, AND THE PERCEPTION OF EMOTIONAL FACIAL EXPRESSIONS

Kendra McKinley, Steven Peralta, Noreen Singh, Deborah Forester, Gary Williams (California State University, Stanislaus)

10-36 OWN-RACE BIAS, SURGICAL MASKS, AND THE PERCEPTION OF EMOTIONAL FACIAL EXPRESSIONS

Noreen Singh, Kendra McKinley, Steven Peralta, Deborah Forester, Gary Williams (California State University, Stanislaus)

10-37 EXAMINING PERFORMANCE AND USABILITY OF A PROTOTYPE COMMUNICATION TOOL TO ENHANCE TEAM SITUATION AWARENESS FOR NASA'S HIGH DENSITY VERTIPLEX (HDV) TEAM DURING SIMULATION AND LIVE FLIGHT TESTS

Shraddha Swaroop (California State University, Long Beach)

10-38 EXAMINING RACIAL/ETHNIC MICROAGGRESSIONS, RELIGIOUS/SPIRITUAL STRUGGLES, AND WELL-BEING AMONG COLLEGE STUDENTS OF COLOR

Angill Oliva, Benita Ikezue, Paavani Lella, John Perez (University of San Francisco)

10-39 GENDER AS A MODERATOR ON THE LINK BETWEEN INTERNALIZED TREATMENT STIGMA AND HELP-SEEKING ATTITUDES OF COLLEGE STUDENTS

Tess Nguyen, Nicholas Brewster, Elizabeth Franco, Annie Tong, Ambar Hernandez, Brianna Prieto, Araceli Gonzalez (California State University, Long Beach)

10-40 CONTEXTUAL FACTORS INFLUENCING WHETHER SURVIVORS OF IPV CONTACT THE POLICE

Diana Than, Courtney Ahrens (California State University, Long Beach)

10-41 OFF-CAMPUS LIVING ARRANGEMENTS : AN ENABLING FACTOR FOR SUBSTANCE USE AMONG STUDENTS OF MINORITY STATUS

Iris Schmidt, Jill Citron (San Jose State University)

10-42 THE GENDER DIFFERENCES IN HOW RELATIONSHIP STATUS
RELATES TO ANXIETY LEVELS AND THE ROLE OF SOCIAL SUPPORT AS
A MEDIATING VARIABLE

Sophia Wallace-Boyd, Armin Hojjaty, Matthew Zawadzki (University of California,
Merced)

10-43 AN EXPERTISE APPROACH TO BETTER UNDERSTANDING
INGROUP RECOGNITION MEMORY

Diamond Stanley, Deja Simon-Jennings, Jimmy Calanchini (University of California
Riverside)

10-44 THE MODERN MASK OF RACISM: IMPLICATIONS OF RACIAL
MICROAGGRESSIONS IN HEALTHCARE

Lindsay Beaman, Regan A. R. Gurung (Oregon State University)

10-45 GAMING VS. SLEEPING: EXTENSIVELY PLAYING VIDEO GAMES
IS DETRIMENTAL TO SLEEP AND DEPRESSION

Brittany Wilkinson, Johanna Liang (California Polytechnic University Pomona)

10-46 THE EFFECT OF SOCIAL MEDIA USAGE ON RELATIONSHIP
SATISFACTION AND ACADEMIC ACHIEVEMENT AND MOTIVATION

Celeste Aranda, Adrianna Castle, Christina Garcia, Nina Lydon, Amanda Morey,
Hannah Nussbaumer, Steven Peralta, Haley Pierce, Florencia Saponas, Polly Taylor,
Deborah Forester, Gary Williams (California State University Stanislaus)

10-47 PERCEPTIONS OF DIGITAL WELLNESS AS A RESULT OF THE
COVID-19 PANDEMIC

Nevan Bell, Jennifer Lovell (California State University, Monterey Bay)

10-48 SUBSTANCE USE DISORDER SEVERITY BUT NOT SUBSTANCE
REWARD VALUATION PREDICTS COLLEGE STUDENTS' WILLINGNESS
TO SEEK TREATMENT

Emily Mansilla, Patrick Johnson (California State University, Chico)

10-49 THE INFLUENCE OF CAMPUS CULTURE ON COLLEGE STUDENTS'
ATTITUDES AND PERCEPTIONS OF HELP-SEEKING BEHAVIOR

¹Tracy Bertka, ²Kayla Nakayama, ¹Erin Barrett (¹California State University,
Dominguez Hills, ²California State University, Fullerton)

10-50 DISABILITIES AND EMPLOYMENT IN AMERICA

Syeda Ullah, Julianna Martin, Leah Johnson, Christopher Warren (California State University, Long Beach)

10-51 USING EEG TO UNDERSTAND THE IMPACTS OF TOP-DOWN PROCESSING ON SPEECH PERCEPTION

Sam Eason, Grace Masino, Helen Skeeland (University of San Diego)

10-52 THE IMPACT OF SOCIAL MEDIA USAGE ON ETHNIC IDENTITY AND ITS RELATIONSHIP WITH PERCEIVED RACIAL DISCRIMINATION

Hanan Mubarez, Jill Citron (San Jose State University)

10-53 TRAUMA AND EMOTIONAL INTELLIGENCE: HOW THE PAST AFFECTS YOUR PERSONALITY

Jonathan Castaneda, David Chavez (California State University, San Bernardino)

10-54 WOMEN DROPPING OUT OF STEM: A STUDY ON JOB/MAJOR CONGRUENCE, FEMININITY, AND MASCULINITY

Johanna Liang, Brittany Wilkinson, Alejandra Marin (California State Polytechnic University, Pomona)

10-55 SCIENTIFIC IDENTITY DEVELOPMENT: THE VALUE OF HIGH IMPACT PRACTICES IN UNDERGRADUATE RESEARCH FOR UNDERREPRESENTED STUDENTS

Camille Babida, Marc-Emil Sevilla, Mariana Guerrero, Elisa Velasquez-Andrade (Sonoma State University — Department of Psychology)

10-56 WHAT'S REALLY IMPORTANT TO KNOW IN PSYCHOLOGY

Chloe Bohstedt (Oregon State University)

10-57 THE EFFECT OF MUSICAL TRAINING ON DECISION MAKING SEEN THROUGH EMOTIONAL INHIBITION

Stephanie Amoukhteh, Indre Viskontas (University of San Francisco)

10-58 ARE STUDENTS READY FOR THE WORKPLACE? STUDENT AND EMPLOYER PERCEPTIONS DIFFER

Sofia Christofi, Jennifer Dyer-Seymour (California State University, Monterey Bay)

10-59 DOES LANGUAGE MATTER?: PERCEPTIONS OF

MICROAGGRESSIVE STATEMENTS AMONGST DIVERSE POPULATIONS

Maria Reynoso, Donna Beightol, Skyler Howard, Michael Ocegüera, Michelle Benavides, Kaitlin Jensen, Aaron Vasquez, Amaya Contreras (University of La Verne)

PAPER SESSION

02:45 PM - 03:45 PM Meeting Room 2

SOCIAL ISSUES I

Chair: Negin Toosi (California State University, East Bay)

14:48 DUMPSTER DIVING TO AVOID DISCRIMINATION: FOOD INSECURITY AND STIGMATIZED IDENTITIES

Negin Toosi, Lana Wood, Ryan Gamba (California State University, East Bay)

15:02 CONTRIBUTIONS OF SES AND RACE IN JUDGING ADMIRATION OF MALES

Scott McIntyre (Arizona State University)

15:16 POT AT THE END OF THE RAINBOW: CANNABIS USE AMONG SEXUAL MINORITIES

¹Kyle Schofield, ¹Carrie Cuttler, ²Bradley T Conner, ³Mark Prince (¹Washington State University, ²Colorado State University)

15:30 THE CONFOUNDS OF BEING A WHITE, CHRISTIAN, AND AMERICAN INDIVIDUAL

Piljoo Kang (Seattle Pacific University)

WPA 2022 TEACHING AWARD ADDRESS

02:45 PM - 03:45 PM Ballroom

THE STORY OF THE L.A.B. (LANGUAGE, AFFIRMATION, AND BELONGING): MENTORING STUDENTS IN RESEARCH BY LISTENING TO THEIR STORIES

Alyson Burns-Glover (Pacific University)

Chair: Terry Cronan (San Diego State University)

I have been listening to and “talking story” with students for over 30 years in the various places we have called “The Sociocultural Research LAB and Indigenous Research Group.” Their need to tell stories and have their stories *matter* has been a focal point of how we have formulated research questions, methods, and, more recently, interrogated psychological science. I review how many of their stories evolved into studies presented at WPA, how our emerging understanding of Indigenous methods and voices led to a focus on Autoethnographic methods, and how mentoring students in their need for counter-storytelling frameworks creates pathways for resistance and resilience.

Biography

Dr. Alyson Burns-Glover is a sociocultural psychologist teaching at a small liberal arts college since 1989. A first-generation university student and daughter of immigrants, she has been committed to a culturally-informed psychological story of persons, places, and paths we take.

She has developed community outreach courses for “Lifeguides” in rural elementary school classrooms, collaborated with Adelante Chicas to assess how their program affected Latinx girls’ academic achievement, led intergroup-relations travel courses to the Republic of Ireland and Northern Ireland, took Action Research courses in communities in Hawai‘i and recently collaborated with Native Hawaiian students to design and deliver a course in Native Hawaiian Psychology.

Her collaborations with AANHPI students and communities have profoundly informed her work in the professoriate. Indigenous knowledge frameworks guide her focus on storytelling and understanding the cultural meanings of Knowledge, what is Known, and who Knows it as powerful tools for learning, mentoring, and teaching.

PAPER SESSION

03:00 PM - 04:00 PM Meeting Room 1

ATTITUDES, BIAS, AND PREJUDICE

Chair: Po-Sen Chu (Western New Mexico University)

15:03 REDUCING ANTI-IMMIGRANT PREJUDICE: IS IT POSSIBLE?

Po-Sen Chu, Kaitlyn Rutherford, Wen-Chi Chen (Western New Mexico University)

15:17 ATTITUDES TOWARD CUSTOM AND BORDER PROTECTION AGENTS IN THE UNITED STATES: EFFECTS OF MORALITY, POLITICAL ORIENTATION, EMOTIONS, AND NEWS CONSUMPTION

Alisa Colby, Marie Lippmann, Kevin Click, Linda Kline (California State University, Chico)

15:31 ONE YEAR AFTER #STOPAAPIHATE: THE RELATIONSHIP BETWEEN RACIAL BIASES AND SUPPORT FOR #STOPAAPIHATE

¹Ariel Guicheng Tan, ²Miao Qian (¹University of California, Irvine, ²University of Detroit, Mercy)

15:45 HOW WE PRESERVED MORE THAN 2.4 MILLION ONLINE EPHEMERAL EXPERIENCES IN THE 2022 MIDTERM ELECTIONS, AND WHAT THIS CONTENT REVEALED ABOUT ONLINE ELECTION BIAS

Robert Epstein, Lauren Peirson (American Institute for Behavioral Research and Technology)

SYMPOSIUM

03:00 PM - 04:30 PM Raincross Ballroom A&D

WE THE PEOPLE: ANTECEDENTS TO AND CONSEQUENCES OF POPULISM

¹Sam Gardner, ²Lily Syfers, ³Kaiyuan Chen, ³Crane Conso (¹Claremont Graduate University, ²University of Alberta, ³Cal Poly Humboldt)

The core sentiment of populism - that the rightful, ordinary “people” are deprived in relation to societal “elites” who control resources for their own gain - is not untrue. However, populist movements threaten democracy when confidence in democratic elections is undermined, support for autocratic leadership rises, and violence is legitimized as a means to achieve political goals. Through rhetoric that invokes a clear, distinct sense of “us” pitted against an evil, wrongful “them,” populist leaders can exploit the uncertainty produced by large scale societal and global calamities (e.g., COVID-19, wealth inequality, war) to increase support for anti-democratic movements. This symposium features four talks that consider the interaction between socio-structural realities and basic social identity motives for meaningful, distinct, and positive social identities as explanations for the emergence and

influence of populist movements. The symposium concludes with a discussant who integrates the work into empirically supported recommendations for combating anti-democratic populist movements.

WAIT, WHO DID YOU SAY WE ARE? THE EFFECTS OF SELF-UNCERTAINTY AND LEADERSHIP RHETORIC ON GROUP IDENTIFICATION Sam Gardner (Claremont Graduate University) & Amber M. Gaffney (Cal Poly Humboldt) & Michael A. Hogg (Claremont Graduate University)

WHO ARE THE SOCIAL ELITES AND CAN WE JOIN THEM? CONNECTING POPULIST SENTIMENT TO SOCIAL MOBILITY AND GROUP STATUS Lily Syfers (University of Alberta) & Amber M. Gaffney (Cal Poly Humboldt) & David E. Rast III (University of Alberta)

ECONOMIC UNCERTAINTY AND CONFIDENCE IN ELECTIONS ACROSS NATIONS: A SECONDARY DATA ANALYSIS Kaiyuan Chen, Michael A. Hogg, William D. Crano (Claremont Graduate University)

THE DEPRIVED ARSONIST: POPULIST LEADER'S RHETORICAL STRATEGIES SET FIRES OF EXTREMISM Crane Conso & Stephanie S. Souter & Jordan McDowell (Cal Poly Humboldt) & Lily Syfers (University of Alberta) & Amber M. Gaffney (Cal Poly Humboldt)

AWARDS CEREMONY AND PRESIDENTIAL REMARKS

04:00 PM - 06:00 PM Exhibition Hall D

AWARDS CEREMONY AND PRESIDENTIAL REMARKS

Chair: Saenz Delia (University of California, Merced)

PROFESSIONAL AWARDS

WPA Early Career Research Award

Jacob Jones, California State University, San Bernardino

**WPA Enrico E. Jones Award for Research in Psychotherapy and
Clinical Psychology**

Liz McConnell, Palo Alto University

WPA Outstanding Teaching Award

Erica Kleinknecht, Pacific University

WPA Distinguished Service Award

J. Kris Leppien-Christensen, Saddleback College

WPA Lifetime Achievement Award

Paul Christopher Cozby, California State University, Fullerton

STUDENT AWARDS

Robert L. Solso Research Awards

Leah E Ferguson, University of California, Riverside

Jayla Edwards, California State University, Los Angeles

Neil Lopez, University of California, Riverside

**Christina Maslach-Philip Zimbardo Research Awards in
Social Psychology**

Jeanie Cox, Whittier College

Francisco Hernandez, California State University, Long Beach

Dr. Steven Underleider Graduate Research Award

Rosalva Mejia, Loma Linda University

**Barbara Tabachnick Award for Outstanding Application of
Quantitative Methods**

Yeng Vue, California State University, Long Beach

TRAVEL SCHOLARSHIP AWARDS

Nataly Castro, California State University, Los Angeles

Taylor Duffy, California State University, Dominguez Hills

Kiyana Eshai, Loma Linda University

Daniel Franz, Loma Linda University

Destiny Gilliland, California State University, Long Beach

Pooja Kylasa, California State University, Los Angeles

Britney Luu, San Diego State University

Aisha Malik, University of California, Irvine
McKenna Morgan, Iowa State University
Wesley Romer, University of San Francisco
Emma Rosas, California State University Long Beach
George Santos-Garcia, California State University, Los Angeles
April Vollmer, Northern Arizona University
Kailey Waller, California State University, Long Beach
Casandra Weber, Oregon State University
Dongbowei Zhang, San Diego State University

PRESIDENTIAL REMARKS - Delia Saenz, University of California, Merced

Biography

Dr. Delia Saenz is a Texan by birth, a social psychologist by training, and a Chicana by heritage. She received her Ph.D. in Social Psychology from Princeton University. She currently serves as vice chancellor & CDO at UC Merced, and has held previous administrative and faculty appointments at Arizona State University, Bennington College, and Notre Dame University. Dr. Saenz' areas of expertise include organizational effectiveness, group processes, social identity, and culture. Across her career, her scholarly work, teaching, and service have advanced the understanding of difference as a social concept, and the optimization of learning and working in diverse, multi-level contexts. Dr. Saenz has been recognized for her contributions to the broadening of participation of underrepresented populations across educational and work domains. In addition, she has been recognized numerous times for outstanding teaching and mentoring, and for significant contributions to the professional development of students of color. Dr. Saenz has received grants from the National Science Foundation, the US Agency for International Development, the National Institutes of Health, the Ford Foundation, Google, and others.

SATURDAY, APRIL 29

SYMPOSIUM

08:00 AM - 09:15 AM Raincross Ballroom A&D

INTRODUCTION TO INTERGENERATIONAL TRAUMA

Chair: Steven Del Chiaro (Santa Clara University)

Intergenerational and Historical Impacts will introduce participants to the concepts of intergenerational trauma and understanding multi-generational transmission demonstrated through education, research, and practice. We will discuss healthy resilience and address cycles of cultural, familial, and historical trauma. Additionally, we will identify approaches to address the impacts of intergenerational, historical impacts through collective healing approaches and resilience building. Through the use of individual reflection exercises; small group / pair discussions, wider group discussion and sharing of resources or ideas, healing will be discussed.

INTERGENERATIONAL TRAUMA OVERVIEW Kini Chang, Santa Clara University

EPIGENETICS AND BEHAVIORAL RESPONSES Kini Chang, Santa Clara University

APPROACHS TO ADDRESS THE IMPACTS OF INTERGENERATIONAL Steve Del Chiaro, Santa Clara University

POSTER SESSION 11

08:00 AM - 09:15 AM Exhibition Hall A/B

PSYCHOLOGY AND THE LAW, CLINICAL PSYCHOLOGY AND PSI BETA

11-1 OBSERVING AVERSIVE BIAS IN COURT CASES DEALING WITH DEFENDANTS SUFFERING FROM MENTAL ILLNESSES

Yanelli Guzman (California State University, Fullerton)

11-2 GENDER DIFFERENCES OF FILICIDE

Emiko Estrada (California Baptist University)

11-3 DOES DEFENDANT PSYCHOPATHY DIAGNOSIS INFLUENCE JUROR DECISIONS WHEN RACE/ETHNICITY IS SALIENT? AVERSIVE RACISM AND JUROR VIEWS OF MENTAL ILLNESS

Russ Espinoza, Abigail Aikenhead, Sarah Andrak, Kelcy Contreras, Alondra Rios, Brian Saporsantos (California State University, Fullerton)

11-4 JUROR BIAS FOR POLICE OFFICERS ACCUSED OF EXCESSIVE FORCE AND MANSLAUGHTER: IMPACT OF DEFENDANT AND VICTIM RACE AND PRIOR POLICE ABUSE CHARGES

Russ Espinoza, Maddy Hernandez, Allison Kataoka, Tommy Landazuri, Karina Rabadan, Alex Salgado, Gabriela Smith (California State University, Fullerton)

11-5 MORAL JUDGMENTS ON THE DECISION TO OBTAIN AN ABORTION

Jade Vanags, Tahra Menon (Pacific Lutheran University)

11-6 DIMENSIONS OF CALLOUS-UNEMOTIONAL TRAITS AND THEIR DIFFERENTIAL INFLUENCES ON ROMANTIC RELATIONSHIPS

Tristan Sodkomkum, Veronica Alvarez, Malaina Morris, Curtis Smith, Emma Rodgers, Elizabeth Cauffman (University of California, Irvine)

11-7 MENTAL ILLNESS AND PUNISHMENT BY JURY

Hannah Gillespie, Anne-Marie Larsen (California Baptist University)

11-8 INTERPRETING DNA EVIDENCE IN A MURDER CASE: HOW JUROR'S PERCEPTIONS ARE INFLUENCED BY THE DEFENDANT'S RACE/ETHNICITY AND RELIGION

Mikaela Caltrider, Amanda ElBassiouny (California Lutheran University)

11-9 VIRTUAL REALITY ACTION-BASED AND FEATURE-BASED
MEMORY CONFORMITY

In-Kyeong Kim, Graceson Nishimura, Luis Velasco (La Sierra University)

11-10 SEVERITY AND TYPES OF CHARGES AS PREDICTORS OF LENGTH
OF STAY IN INPATIENTS DEEMED INCOMPETENT TO STAND TRIAL

¹Kayleigh Pierson, ²Jessica Murakami-Brundage (¹Western Oregon University,
²Oregon State Hospital)

11-11 I BELIEVE HER: EXPLORING JURORS' QUALITATIVE VERDICT
JUSTIFICATIONS

Kimia Lavasani, Jennifer Catalan, Gillian Almanza, Alma Olaguez (California State
University, Los Angeles)

11-12 THE INFLUENCE OF CONFIDENCE AND RESPONSE DELAY ON
MEMORY CONFORMITY

Hannah Sitanggang, Alec Boyd, Stephanie Galima, In-Kyeong Kim (La Sierra
University)

11-13 EARWITNESS MEMORY CONFORMITY ON VISUAL AND
AUDITORY INFORMATION

In-Kyeong Kim, Stephanie Galima, Ryan Lemos (La Sierra University)

11-14 AN EXAMINATION OF THE ASSOCIATION BETWEEN
HEAD INJURIES AND SUBSEQUENT PSYCHOPATHIC TRAITS
AND OFFENDING DURING ADOLESCENCE AND EARLY YOUNG
ADULTHOOD

¹Ella Suh, ²Jackson Houser, ³Giovanni Longino, ²Melissa Perez, ²Scarlet Cho, ²Jordan
Beardslee, ²Elizabeth Cauffman (¹University of California, Berkeley, ²University of
California, Irvine)

11-15 THE EFFECTS OF GENDER STEREOTYPES & TYPE OF CRIME
ON PERCEPTIONS OF RESPONSIBILITY, SENTENCING SEVERITY, &
LIKELIHOOD OF RECIDIVISM

Spencer Hagenbuch (Claremont McKenna College)

11-16 DIFFERENTIAL OUTCOMES OF SUBSTANCE USE TREATMENT
REFERRALS BASED ON LEVELS OF POLICE CONTACT

Tyler Wong, Amalia Rolf, Harlin Mae Advincula, Zoe Kirkland, Imani Randolph,
Nicholas Riano, Elizabeth Cauffman (University of California, Irvine)

11-17 **MOCK JURORS' PERCEPTIONS OF CANNABIS INTOXICATED EYEWITNESSES AND HOW IT AFFECTS TRIAL VERDICTS**
Alexey Mazon, Kieckhaefer Jenna, Daniela Ruiz (California State University, Fresno)

11-18 **LEGAL PROFESSIONALS' PERCEPTIONS OF COURTHOUSE FACILITY DOGS**
Alexey Mazon, Kieckhaefer Jenna, Ryan Ditchfield (California State University, Fresno)

11-19 **EXAMINING THE EFFECT OF PRE-IDENTIFICATION DESCRIPTIONS AND CONFIRMING FEEDBACK ON MEMORY DISTORTION IN EYEWITNESSES**
Faith Haile, Mitchell Eisen, Teresa Virgen, Laura Huicoy, Jayla Edwards (California State University, Los Angeles)

11-20 **INFLUENCE OF VICTIM RACE, DEFENDANT RACE, AND RACIAL IDENTITY ON HISPANIC MOCK JURORS**
Aundia Dianat, Mitchell Eisen, Teresa Virgen (California State University, Los Angeles)

11-21 **DESCRIBING A SUSPECT BEFORE BEING LED TO MISIDENTIFY AN INNOCENT SUSPECT CAN PROTECT AGAINST MEMORY DISTORTION IN THE ABSENCE OF CONFIRMING FEEDBACK**
Krystal Wilbert, Mitchell Eisen, Jayla Edwards, Laura Huicoy, Teresa Virgen (California State University, Los Angeles)

11-22 **PREDICTORS OF TEENAGE FATHERHOOD AMONG JUSTICE-INVOLVED YOUTH**
Lauren Wyckoff, Naomi McGoldrick, Colleen Brown, Elizabeth Cauffman (University of California, Irvine)

11-23 **THE MEDIATING ROLE OF PSYCHOPATHIC TRAITS ON WITNESSING INTERPARENTAL CONFLICT AND COMMITTING AGGRESSIVE OFFENSES**
Alyssa Briones, Karen Coronado, Laura Fulton, Jordan Beardslee (University of California, Irvine)

11-24 **THE IMPLICATIONS OF RACIAL EMOTION STEREOTYPES IN JURY DELIBERATIONS**
Srishti Katuri, Elise Fenn (California State University, Northridge)

11-25 POLICE, TRAUMA, AND MENTAL HEALTH: A TALE OF TWO ENCOUNTERS

Flynn McGrath, Imani Randolph, Elizabeth Cauffman, Jordan Beardslee (University of California, Irvine)

11-26 INHIBITION AND ATTENTIONAL CONTROL DEFICITS ACROSS EARLY STAGES OF ALZHEIMER'S DISEASE

¹Melanie Johnson, ²David Salmon (¹San Diego State University, ²University of California, San Diego)

11-27 EXPRESSIVE SUPPRESSION AND PTSD IN MALTREATED YOUTH: EXAMINING RACIAL/ETHNIC DIFFERENCES

Kinsey Ellis, Christopher Kearney (University of Nevada, Las Vegas)

11-28 ADAPTING PROGRESS MEASURES TO ACCURATELY ASSESS TRAUMA SYMPTOMS IN UNDER-RESOURCED COMMUNITIES

Jailene Mazariegos, Tomas Martinez, Sierra Bell, Anthony Lima, Josue Martinez, Josiah Swift (Pepperdine University)

11-29 MOTHER-CHILD ATTACHMENT AND COMMUNICATION: AN EXAMINATION OF LATINA MOTHERS AND THEIR FIRST-GENERATION CHILDREN

Yoselin De Leon-Lazo, Cristina Carrera (California State University, Northridge)

11-30 THE FAMILY MINDFULNESS APP

Jacquelyn Rinaldi, John Bakaly, John Caffaro, Rumiko Okada (Alliant International University/California School of Professional Psychology)

11-31 QUEER CONSIDERATION IN DBT LITERATURE: A SYSTEMATIC REVIEW

Jazmine Mauricio (Cal Lutheran University)

11-32 SAD DADS AND PERINATAL MOOD AND ANXIETY: FINDINGS FROM A MADERA COUNTY PROGRAM

Alexandra Addo-Boateng, Brandi Muro, Cheryl Chancellor-Freeland (California Health Collaborative, ¹San Jose State University)

11-33 SO YOU'RE GIVING UP? AN ANALYSIS OF THE EFFECTS OF PSYCHOLOGICAL INTERVENTION ON WHITE MATTER BRAIN LESIONS IN MULTIPLE SCLEROSIS PATIENTS

Makayla Arnoldi (Saddleback College)

11-34 SUBSTANCE USE, RELIGIOUSNESS, AND SEXUALITY
Rieanna McPhie (Indiana University–Purdue University, Indianapolis)

11-35 QUANTIFYING THE PERVASIVE: HOW WIDELY HELD ARE
PSYCHOLOGICAL MYTHS AMONG UNDERGRADUATE STUDENTS?
Noor Dalati (Irvine Valley College)

11-36 AM I PROUD OF MY NAME ? A STUDY INVESTIGATING A
POTENTIAL CORRELATION BETWEEN ETHNIC IDENTITY AND
PREFERRED NAMES
Refia Aisha Ergelen (Foothill College)

11-37 READY TO FIND YOUR TRUE LOVE? INVESTIGATING
EXTRAVERSION AND THE SUCCESS OF RELATIONSHIPS IN DATING
APPS
Jaren Hohmann (Foothill College)

11-38 HOW COVID-19 ISOLATION MADE STUDENTS SOCIALLY
AWKWARD
Senja Johnson (Foothill College)

11-39 WILL PRIMING WITH ETHNIC IDENTITY AFFECT AAPI
COLLEGE STUDENTS' ATTITUDES TOWARDS MENTAL HEALTH?
Leo Kim, Eirene Li (Foothill College)

11-40 THE ROLE OF SOCIODEMOGRAPHIC FACTORS AND
REFLECTIVE/CRITICAL THINKING IN THE BELIEF OF
PSYCHOLOGICAL MISCONCEPTIONS AMONG COMMUNITY
COLLEGE STUDENTS
Nicholas Lazaris, Angelica Tharpe, Cecil Hatchett, Cassandra Hayashi, Ivanna
Hernandez, Jela Nebrija, Corinne Regan, Dylan Wikel (San Diego City College)

11-41 EMOTIONAL LITERACY OF ARTIFICIAL INTELLIGENCE
SYNTHESIZED MUSIC
Ayush Madhukar (Foothill-DeAnza)

11-42 HEALING THE BODY FROM WITHIN: AN ANALYSIS ON THE
EFFECTS OF PHYSICAL ACTIVITY, NUTRITIONAL MODIFICATION
AND CANNABIS USE ON CHRONIC GI PATIENTS
Shireen Mohamdjawad (Irvine Valley College)

11-43 CRITICAL REFLECTION INTERVENTION AND ITS EFFECT ON
BELIEF IN PSYCHOLOGICAL MYTHS

Lorielle Morgan (Orange Coast College)

11-44 DON'T BE FAT: PERCEPTION OF FEMALE ATTRACTIVENESS
BASED ON BODY TYPE

Valerie Nguyen (Irvine Valley College)

11-45 ACCEPTANCE OF PSILOCYBIN AS A TREATMENT FOR
DEPRESSION IS INCREASED WHEN EDUCATED ON ITS BENEFITS

Matthew Picazzo (Cerritos College)

11-46 WHAT DO YOU BELIEVE? THE IMPACT OF PSYCHOLOGICAL
COURSES AND CRITICAL REFLECTION ON DISPELLING
PSYCHOLOGICAL MYTHS

Jackie Piza (Cerritos College)

11-47 THE EFFECT OF SCHIZOPHRENIA STIGMATIZATION IN MASS
MEDIA

Erica Reynolds (Baylor University)

11-48 CONSEQUENCES OF SOCIAL MEDIA USE ON MENTAL HEALTH
AND WELLBEING

Samantha Rodriguez (East LA College)

11-49 ACADEMIC STRESS AND OVERALL LIFE QUALITY IN
COMMUNITY COLLEGE STUDENTS

Bea Roxas (Cerritos College)

11-50 IMPROVING STUDENT LEARNING IN INTRODUCTORY
PSYCHOLOGY COURSES WITH PEER MENTORS AND SUPPLEMENTAL
INSTRUCTION

Saina Salamati, Noor Dalati, Harin Lee, Shireen Mohamdjawad, Valerie Nguyen,
Ranjana Ravishankar, Ruth Castillo (Irvine Valley College)

11-51 TIKTOK MEMORY CHALLENGE: EXPLORING THE IMPACT OF
TIKTOK ON MEMORY RETENTION

Yash Shahani (Foothill College)

11-52 THE RELATIONSHIP BETWEEN THE COGNITIVE REFLECTION TEST₂ AND PSYCHOLOGY AS A SCIENCE SCALE: EXPLORING THE IMPACT OF QUESTION POSITION

Nicole Smith (San Diego Mesa College)

11-53 INVESTIGATING THE RELATIONSHIP BETWEEN STRESS, ANXIETY, AND SLEEP QUALITY AMONG COMMUNITY COLLEGE STUDENTS

Taylor Stephens (Bellevue College)

11-54 SOCIAL SUPPORT AND PHYSICAL HEALTH

Daphne Williamson (Los Angeles City College)

SYMPOSIUM

08:00 AM - 09:30 AM Raincross Ballroom C&F

FROM UNDERGRADUATE TO GRADUATE TO LANDING THAT INTERNSHIP. INTERVIEWING SKILLS TO HELP STUDENTS AT ALL LEVELS

Michelle Alfaro, Ngoc Bui (University of La Verne)

For this symposium, there will be three levels of interviews done to help students at all levels. This symposium will cover three levels of interviewing: getting into graduate school, getting an internship/placement, and landing that first job! In-vivo interviews will be done to demonstrate the dos and don'ts of interviewing. In vivo references and examples will be provided to help students grasp the information fully. Further resources will be provided for students to download after the symposium to assist them on their big interviews!

FROM ONE INTERVIEW TO THE NEXT... BEING SUCCESSFUL AT ALL LEVELS! Michelle Alfaro (University of La Verne)

INS AND OUTS OF SUCCESSFUL INTERVIEWING FROM GRADUATE SCHOOL TO GETTING THAT JOB! Ngoc Bui (University of La Verne)

DISTINGUISHED SPEAKER

08:15 AM - 09:15 AM Exhibition Hall D - Continuing Education Available

CULTURE AND ETHNICITY IN PSYCHOLOGICAL RESEARCH: OPPORTUNITIES, OBSTACLES, AND SURPRISES

David Funder (University of California, Riverside)

Chair: Jon Grahe (Pacific Lutheran University)

The International Situations Project gathered data from more than 17000 individuals in 62 countries, using 40 languages, in collaboration with more than 100 psychologists around the world. I will summarize some substantive findings from the project, and describe opportunities for more research of this kind, facilitated by the internet and, more importantly, the eagerness of international psychologists around the world to participate. Obstacles also abound, including funding policies that discourage international collaboration, and the insistence of editors, reviewers, and grant panels on methodological criteria that are seldom applied to studies done only within the US. Finally, I will present two overall conclusions which surprised me. (Spoiler alert) First, the concept of ethnicity, treated as a reified categorization in the US, is actually a fluid social construction with widely different meanings in different countries. Second, people around the world are much less different from each other than was long presumed.

Biography

David Funder is currently Distinguished Professor of the Graduate Division at UC Riverside. He received his BA degree from UC Berkely and his Ph.D. from Stanford, and served on the faculties of Harvey Mudd College, Harvard University, and the University of Illinois (Urbana) before coming to Riverside. His research has focused on accuracy in personality judgment and, more recently, the assessment of situational experience around the world. Past President of SPSP and ARP and recipient of the Jack Block Award for Personality Psychology, he is author of the textbook *The Personality Puzzle* (Norton). He has been married for more than 40 years and has two daughters.

PAPER SESSION

08:15 AM - 09:15 AM Meeting Room 1

THE EFFECTS OF COVID-19 ON STUDENTS

Chair: Faqryza Ab Latif (University of Arizona)

08:18 ACHIEVEMENT EMOTIONS AMONG GRADUATE STUDENTS
DURING THE COVID-19 PANDEMIC

Faqryza Ab Latif (University of Arizona)

08:32 WELL-BEING, THE ACADEMIC ASPIRATION-EXPECTATION GAP,
AND COLLEGE BELONGING: THE ROLE OF CONTEXTUAL FACTORS
DURING COVID19

¹Brenda Rincon, ¹Garima Giri, ¹Jailene Cruz, ¹Jannire Ambriz, ¹Samira Galvan,

¹Daisy Camacho- Thompson, ¹Diamond Bravo (¹University of California, Riverside,

²California State University, Los Angeles)

08:46 THE IMPACTS OF PERCEIVED DISCRIMINATION ON
INTERNATIONAL STUDENT WELL-BEING DURING COVID-19: DOES
AN INTERNATIONAL STUDENT IDENTITY HELP OR HURT?

Minna Suomi (California State University, Los Angeles)

09:00 UNDERGRADUATE STUDENTS' EMOTIONAL AND MENTAL
WELL-BEING DURING THE COVID-19 PANDEMIC

Maham Khalid, ²Elizabeth Pope, Monica Erbacher, Marla Franco (University of
Arizona)

STATISTICS WORKSHOP

**08:30 AM - 10:30 AM Meeting Room 8/9/10 - Continuing
Education Available**

Chair: Chris Aberson (Cal Poly Humboldt)

AN INTRODUCTION TO STATISTICAL AND CAUSAL MEDIATION
ANALYSIS

Amanda K. Montoya, Tristan Tibbe (University of California, Los Angeles)

Mediation analysis is an important analytical method for psychologists because it can help address questions about processes, or why an effect occurs. Mediation is an inherently causal process, and causal mediation analysis can be used to evaluate the assumptions required to estimate causal effects as well as methods for evaluating these assumptions. Statistical mediation can be used to estimate indirect effects and make inference about those effects. In this workshop we introduce researchers to both of these methods and how they can be used in concert to evaluation hypotheses about mediation. We will provide real data examples, as well as example code and syntax in R.

Biography

Dr. Montoya is an Assistant Professor at UCLA in the Department of Psychology - Quantitative Area. Her research focuses on mediation, moderation, conditional process models, structural equation modeling, and meta-science. She is the creator of the MEMORE macro for mediation and moderation analysis in repeated-measures designs. She received her Ph.D. in Quantitative Psychology from the Ohio State University in 2018.

Mr. Tibbe is a 4th year Ph.D. student at UCLA in the Department of Psychology - Quantitative Area. His research focuses on inferential methods for mediation particularly with missing data, and investigating and applying statistical methods to promote open science and enhance replicability. He received a Bachelor of Science Degree with majors in Psychology and Mathematics and minors in Statistics and Spanish from Central Michigan University in 2018.

DISTINGUISHED SPEAKER

09:00 AM - 10:00 AM Exhibition Hall C - Continuing Education Available

ADOLESCENTS' FEELINGS OF BELONGING IN SCHOOLS THAT VARY IN RACIAL/ETHNIC DIVERSITY

Sandra Graham (University of California, Los Angeles)

Chair: Hector Betancourt (Loma Linda University)

In this talk, I describe a program of research on feelings of belonging in school and how such feelings are related to psychosocial adjustment and academic achievement in an ethnically diverse sample of adolescents attending middle schools and high schools that vary in racial/ethnic diversity. By school belonging I mean students'

reports of much they feel like they are part of the school culture, they fit in, and are accepted and respected by others. A growing literature has documented that students who perceive a sense of belonging in school generally fare well – academically, socially, and emotionally. I bring the racial/ethnic context to the study of school belonging. I review studies from our lab – both cross-sectional and longitudinal – that describe how feelings of belonging are shaped by important racial/ethnic context variables such as the size of one's racial/ethnic group across critical school transitions, perceived representation of one's group in critical STEM courses (e.g., 9th grade math), and how the differences between school-level and course-level representation affect both school belonging and academic achievement. Our research makes an argument for studying racial/ethnic diversity as a fluid and dynamic construct that impacts motivation and achievement in previously understudied ways.

Biography

Sandra Graham is a Distinguished Professor in the Human Development and Psychology division in the Department of Education at UCLA and the University of California Presidential Chair in Education and Diversity. She received her BA from Barnard College, an MA in History from Columbia University, and her Ph.D. in Education from UCLA. Graham is a developmental social psychologist. Her major research interests include the study of academic motivation and social development in children of color, particularly in school contexts that vary in racial/ethnic diversity. She focuses on how school context variables such as racial/ethnic diversity contribute to the development of cross-ethnic friendships, positive intergroup attitudes, multiple social identities, coping with peer victimization, and the reduction of achievement disparities between different racial/ethnic groups. She is Principal Investigator on grants from the National Science Foundation and the National Institute of Child Health and Human Development (NICHD). Among her awards, she is a 2011 recipient of the Distinguished Scientific Contributions to Child Development Award from the Society for Research on Child Development, the 2014 E. L. Thorndike Career Award for Distinguished Contributions to Educational Psychology, Division 15 of the American Psychological Association, and the 2023 James Jackson Lifetime Achievement Award for Transformative Scholarship, Association for Psychological Science (APS). In 2015 she was elected to the National Academy of Education. She is a Fellow in the American Psychological Association, Association of Psychological Science, and American Educational Research Association.

PSI CHI PROGRAM

09:00 AM - 10:00 AM Meeting Room 3

THE POWER OF PSYCHOLOGICAL RESEARCH TO PROMOTE EQUITY: CHALLENGES AND OPPORTUNITIES

Aerika Loyd (University of California, Riverside)

Since 2020, the field of psychology has continued to grapple with questions surrounding diversity, equity, inclusion, and more recently, social justice and activism. The field of psychology is at a critical tipping point, where attendance to these issues will promote equity, but lack of consideration will further perpetuate disparities. While historically, psychological science has perpetuated systems of harm and oppression, designing and implementing ethical research has the power to help us promote human thriving. In this session, the presenters will describe the challenges and opportunities in conducting psychological research with marginalized communities (e.g., people of color, LGBTQAI+, immigrants, and others).

The presenters will first describe critical challenges and solutions from their own research. Dr. Bravo’s research focuses on exploring the mechanisms by which marginalized and minoritized adolescent youth and emerging adults utilize culture and community to cultivate motivation, promote healthy well-being, and surmount social obstacles. Dr. Loyd has investigated how intersections of race, ethnicity, gender, and identity inform health and development for youth and young adults of color in the United States and South Africa. Subsequently, the presenters will provide research scenarios for the audience to discuss. The audience is encouraged to share their research experiences in an interactive dialogue. Attendees of this session should expect to receive practical information and skills about how researchers can promote equity.

SYMPOSIUM

09:30 AM - 10:30 AM Raincross Ballroom A&D

THE IMPACT OF CONTEXT AND ASSISTANCE ON INTIMATE PARTNER VIOLENCE SURVIVORS’ WELL-BEING

Courtney Ahrens, Taryn Thrasher, Olivia Backley (California State University, Long Beach)

Intimate partner violence (IPV) can have profound effects on IPV survivors' mental health, necessitating a wide array of supportive services for survivors. In this symposium, we examine the impact of IPV on survivors' mental health and the quality and impact of key services. The first presentation focuses on contextual differences that impact the likelihood IPV and mental health outcomes of IPV among postpartum mothers. The second presentation examines ethnic differences in the frequency and impact of secondary victimization by the police, and the third presentation examines the frequency and outcome of financial guidance provided by shelter staff. Taken together, these findings highlight the importance of considering the individualized context and needs of IPV survivors when providing services. These findings also build on a long line of research calling for enhanced training of police and shelter staff to ensure that survivors' individual needs are met in an empowering and trauma-informed manner.

INTIMATE PARTNER VIOLENCE AMONG POSTPARTUM MOTHERS:
THE IMPACT OF COHABITATION AND RACE/ETHNICITY Taryn
Thrasher & Courtney Ahrens (California State University, Long Beach)

ETHNIC DIFFERENCES IN DISTRESS FROM SECONDARY
VICTIMIZATION AMONG IPV SURVIVORS Olivia Backley & Courtney
Ahrens (California State University, Long Beach)

ENHANCING FINANCIAL WELL-BEING AMONG INTIMATE
PARTNER VIOLENCE SURVIVORS: A GAP IN SHELTER
SERVICES Courtney Ahrens (California State University at Long Beach)

PAPER SESSION

09:30 AM - 10:45 AM Meeting Room 2

EDUCATIONAL PSYCHOLOGY

Chair: Ahmed Megreya (Qatar University)

09:33 MATH ANXIETY OUTSIDE WEIRD COUNTRIES: PSYCHOMETRIC
PROPERTIES, GENDER DIFFERENCES, AND ASSOCIATIONS WITH
MATH ACHIEVEMENT AND TEST, SCIENCE, AND GENERAL ANXIETY
IN QATAR

¹Ahmed Megreya, ¹Ahmed Al-Emadi, ²Ahmed Moustafa (¹Qatar University, ²Bond
University)

09:47 EDUCATIONAL AND EMPLOYMENT OUTCOMES AMONG
UNDERGRADUATE STUDENTS COMPLETING AN INTRODUCTORY
STATISTICS COURSE DELIVERED AS A COURSE-BASED
UNDERGRADUATE RESEARCH EXPERIENCE (CURE)

Lisa Dierker (Wesleyan University)

10:01 TO AFFINITY AND BEYOND: INTEGRATING AFFINITY GROUPS
INTO PEDAGOGICAL PRACTICE

Sylvia Ofodu, Sana Arastu, Teceta Tormala (Palo Alto University)

10:15 HOW DO STUDENTS CHOOSE THEIR MENTORS?: AN
EXPLORATION USING VIRTUAL AGENT-MENTORS

¹Yuko Okado, ²Benjamin Nye, ³Daniel Saravia, ²William Swartout (¹California State University, Fullerton, ²University of Southern California, Institute for Creative Technologies, ³California State University, Northridge)

10:29 ACCESSIBILITY, PERCEIVED CONNECTION, AND
PSYCHOSOCIAL WELLBEING: FACTORS ASSOCIATED WITH
SERIOUSLY CONSIDERING LEAVING UNIVERSITY

Kevin Criswell, Zlata Krisyuk, Anthony Cortez-Morales, Laurie Garcia (Eastern Washington University)

POSTER SESSION 12

09:30 AM - 10:45 AM Exhibition Hall A/B

CLINICAL PSYCHOLOGY 1

12-1 DEVELOPING A TEXT MESSAGING ADJUNCT TO A DBT SKILLS
INTERVENTION FOR AT-RISK YOUTH: FROM CONCEPTION TO PRE-
PILOTING

James Hodgins, Erica Mazzone, Shayna Greenberg, Maya Boustani (Loma Linda University)

12-2 THE ROLE OF SELF-EFFICACY IN MENTAL HEALTH OUTCOMES
AMONG ETHNICALLY DIVERSE COLLEGE STUDENTS DURING
COVID-19

Negin Ghaffari, Christina Hassija (California State University, San Bernardino)

**12-3 MARIANISMO: A CULTURAL VEHICLE FOR SELF-INVALIDATION
IN LATINA SURVIVORS OF SEXUAL VIOLENCE**

¹Juliana Gutierrez Hudson, Wei-Chin Hwang, ²Marcus Rodriguez (¹Claremont
Mckenna College, ²Pitzer College)

**12-4 EVALUATION OF NOVEL COMPUTERIZED WORKING MEMORY
TREATMENT IN FEMALE SEXUAL ASSAULT VICTIMS WITH PTSD**

¹Jamila Piri, ¹Maryam Izadshenas, ²Krupali Patel, ³Morgan Marvin, ⁴Danielle Dun,
¹Nathalie Dugas, ¹Edith Jimenez, ⁵Jessica Bomyea (¹University of California, San
Diego, ²Veterans Healthcare Administration, ³San Diego State University/ University
of California San Diego Joint Doctoral Program in Clinical Psychology, ⁴Veterans
Medical Research Foundation, ⁵San Diego VA Center of Excellence for Stress and
Mental Health)

**12-5 SELF-EFFICACY MEDIATES THE EFFECT OF SOCIAL SUPPORT
ON DEPRESSION AND ANXIETY SYMPTOMS IN A SAMPLE OF
UNDERSERVED ADOLESCENTS**

Erica Mazzone, James Hodgins, Diana Marin, Maya Boustani (Loma Linda
University)

**12-6 THE RELATIONSHIP BETWEEN EARLY PARENTAL BONDING
AND MARITAL SATISFACTION**

Tessa Stewart, John Wu, Kendra Oakes Mueller, Kaitlyn Ryan (Point Loma Nazarene
University)

**12-7 ASSOCIATIONS BETWEEN POSITIVE AFFECT AND DOMAINS OF
FUNCTIONING AMONG TRAUMA-EXPOSED ADULTS: A SYSTEMATIC
REVIEW AND META-ANALYSIS**

¹Megan Roczey, ¹Lauren Perez, ¹Ray Quintana, ²Ashlee Warnecke, ¹Yvette Szabo
(¹California State University, Los Angeles, ²Ralph H. Johnson VA Health Care System)

**12-8 CLINICAL IMPLICATIONS FOR SOMATOFORM AND
PERITRAUMATIC DISSOCIATION SEVERITY AFTER TRAUMA
EXPOSURE**

Rikki Baltes (Pacific University)

**12-9 COMPARING IN-PERSON AND TELEHEALTH SOCIAL SKILLS
TREATMENT OUTCOMES OF YOUNG ADULTS WITH ADHD: THE
PEERS® FOR YOUNG ADULTS INTERVENTION**

Bradley Becker, Christine Moody, Jaira Mary Joyce Mendoza, Juliette Lerner,
Elizabeth Laugeson (University of California, Los Angeles)

12-10 RELATIONSHIP BETWEEN ADULT AND GOD ATTACHMENT AND EMOTIONAL DISTRESS: A MODERATION MEDIATION MODEL WITH EMOTION FOCUSED COPING AND SOCIAL MEDIA ADDICTION.

Amy Nannan (Biola University Rosemead School of Psychology)

12-11 AN INVESTIGATION OF MOTIVATIONAL INTERVIEWING IN PRACTICE: ANALYZING SIMILARITIES AND DIFFERENCES WITH CBT AND PSYCHODYNAMIC INTERVENTIONS.

¹Mark Barnes, ¹Merle Canfield, ²Trisha Kivisalu (¹Alliant International University/CSPP, ²Private Practice)

12-12 YOUTHS' SENSE OF MASTERY SCORES IN CORRELATION TO TOTAL PTSD-RI SCORES AND PTSD CLUSTER D SCORES.

Katherine Conklin, Amanda Mraz (University of Nevada, Las Vegas)

12-13 ASSOCIATIONS BETWEEN SIBLING RELATIONSHIPS, FAMILY FUNCTIONING, AND PEER RELATIONS IN AUTISTIC YOUTH

¹Rya Brossard, ¹Cynthia Brown, ²Gabrielle Kline, ³Charles Borduin (¹Pacific University, ²West Virginia University, ³University of Missouri)

12-14 RELIGIOUS SURRENDER AS A MODERATOR FOR THE RELATIONSHIP BETWEEN PERFECTIONISM AND PSYCHOLOGICAL WELL-BEING

Emily Gates, Fatima Pulido, Rylee Gutierrez, Kenneth Aguilar, Karen Saleeb, Kristin Tampon, Andrew Shelton (Azusa Pacific University)

12-15 ACTIVITIES OF DAILY LIVING IMPAIRMENTS IN DEMENTIA SUBGROUPS

Isabel Munoz, T¹Airrashay Minnitee, Frances Ross, Jill Razani (California State University, Northridge)

12-16 SPIRITUAL BELIEFS AND VALUES AS A MODERATOR IN THE RELATIONSHIP BETWEEN MENTAL WELL-BEING AND DEPRESSIVE SYMPTOMS AMONG RELIGIOUS ADULTS

Joshua Knabb, Noel Cooper, Veronica Regueiro, Veola Vazquez (California Baptist University)

12-17 THE ART OF NOT TALKING: SILENCE PREDICTING COUPLE COMMUNICATION STYLE

Melanie Kwan, Ryan Lewis, Britney Zhou, Alexis M. Beale, Yana Ryjova, Alaina I. Gold, Gayla Margolin (University of Southern California)

12-18 ASSOCIATION OF SOCIODEMOGRAPHIC FACTORS WITH SYMPTOM EXPRESSION AND PSYCHOLOGICAL HELP-SEEKING ATTITUDES AMONG LATINE* COLLEGE STUDENTS

Emily Orozco, Lisa Mori (California State University, Fullerton)

12-19 PEER MENTOR PERSPECTIVES FROM A SOCIAL MEDIA SUPPORT PROGRAM FOR AUTISTIC ADULTS

¹Naomi Pierce, ¹Jaqueline Flores, ²Anthony Osuna (¹University of California, Santa Barbara, ²University of Washington)

12-20 ANALYZING THE ACCEPTABILITY OF A 9-WEEK SOCIAL MEDIA SKILLS PROGRAM FOR AUTISTIC ADULTS

¹Naomi Pierce, ¹Jaqueline Flores, ²Anthony Osuna (¹University of California, Santa Barbara, ²University of Washington)

12-21 A META-ANALYSIS ON DIALECTICAL BEHAVIOR THERAPY: ADOLESCENT OUTCOMES OF SUICIDE ATTEMPT, SUICIDAL IDEATION AND EMOTION REGULATION

Meghan Wong, Jamie Bedics, Sunyoung Park (California Lutheran University)

12-22 GENERATION STUDENT STATUS AS A POTENTIAL MODERATOR BETWEEN DEPRESSION SYMPTOMS AND ATTITUDES TOWARDS MENTAL HEALTH USE

Elizabeth Franco, Nicholas Brewster, Annie Tong, Tess Nguyen, Ambar Hernandez, Araceli Gonzalez (California State University, Long Beach)

12-23 UNDERSTANDING SENSE OF BELONGING OF BIPOC DOCTORAL STUDENTS IN COUNSELING AND CLINICAL PSYCHOLOGY

Ward Robinson, Melissa Olson, Ingres Barrera, Natalie Vargas, John Emmett, Richard Zamora, Karina Duque, Orlando Interiano, Nicholas Killmeier, Prestin McHugh, Dom Serrano (Mount Saint Mary's University)

12-24 EARLY LIFE UNPREDICTABILITY AND ITS ASSOCIATION WITH ADOLESCENT EXTERNALIZING BEHAVIORS: THE ROLE OF EFFORTFUL CONTROL

¹Megan Maxwell, ²Curt Sandman, ³Elysia Davis, ¹Laura Glynn (¹Chapman University, ²University of California, Irvine, ³University of Denver)

12-25 EXPLORING THE RELATIONSHIPS BETWEEN LONELINESS, DEFEAT AND ENTRAPMENT, AND PSYCHOLOGICAL DISTRESS

Angelica Martinez, Sarah Holley, Melissa Hagan (San Francisco State University)

12-26 COVID-RELATED RACIAL DISCRIMINATION AND WELL-BEING
AMONG ASIAN AMERICANS PARENT-ADULT CHILD DYADS
Esther Choe, May Ling Halim, Akashi Suon (California State University, Long Beach)

12-27 EXPERIENCES OF BIPOC WOMEN IN DOCTORAL PROGRAMS IN
COUNSELING AND CLINICAL PSYCHOLOGY
Dom Serrano, Prestin McHugh, Nicholas Killmeier, Orlando Interiano, Karina
Duque, Richard Zamora, Ingres Barrera, Natalie Vargas, Melissa Olson, Ward
Robinson, John Emmett (Mount Saint Mary's University)

12-28 SMARTPHONE ADDICTION: AN OBJECT RELATIONS
PERSPECTIVE
Ying Zhang (The Wright Institute)

12-29 PSYCHOLOGICAL DISTRESS AND ITS ASSOCIATION WITH
SOCIAL MEDIA USE DURING THE COVID-19 PANDEMIC
'Alina Yeo, 'Gloria Kim, 'Judith Borghouts, 'Biblia Cha, 'Nicole Stadnick, 'Stephen
M. Schueller, 'Elizabeth Eikey, 'Margaret Schneider, 'Kai Zheng, 'Dana Mukamel,
'Nathan Nguyen, 'Jocelyn Tran, 'Aisha Malik, 'Nhat Nguyen, 'Raul Habib, 'Kim Ngo,
'Isaac Mora, 'Dara Sorkin, 'Xin Zhao ('University of California, Irvine, 'University of
California, San Diego)

12-30 A SYSTEMATIC EVALUATION OF WELLBEING INTERVENTIONS
FOR MALTREATED YOUTH
Liana Willis, Aerika Loyd (University of California, Riverside)

12-31 INTERNALIZED STIGMA AS MODERATOR OF THE ASSOCIATION
BETWEEN POLICE-BASED DISCRIMINATION AND PSYCHOLOGICAL
DISTRESS AMONG BIPOC SEXUAL MINORITY MEN
'Jacquie Mitzner, 'Isaiah J. Jones, 'Arjan van der Star, 'Jaclyn Siegel, 'Aaron Blashill
(San Diego State University, 'University of California Santa Barbara)

12-32 THE ROLE OF PSYCHOLOGICAL INFLEXIBILITY IN
PROBLEMATIC INTERNET USE
Kyrah Frank, Michael Lewin (California State University, San Bernardino)

12-33 THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTRESS AND
PROBLEMATIC INTERNET USE
Mariela Rangel-Valdez, Michael Lewin (California State University, San Bernardino)

12-34 DISRUPTING THE DOWNWARD SPIRAL OF WORRY: THE APPLICATION OF MINDFULNESS-TO-MEANING THEORY AMONG CHRONIC WORRIERS

Mollie McDonald, Sabrina McCallum, Mariah Meagher, Emily Fisher, Sephora Lee, Cynthia Lancaster (University of Nevada, Reno)

12-35 THE EFFECTS OF SMILING IN THE MIRROR ON ONE'S AFFECT AND SELF ESTEEM

Luigi Maruani (San Francisco State University)

12-36 ATTACHMENT STYLE AND TRAUMA IN CANNABIS USERS VS. NON-USERS

Mehrnoosh Bavarsad, Victoria Hains, Hasti Moradi, Barbara Cherry (California State University, Fullerton)

12-37 EXAMINING THE ASSOCIATION OF PRENATAL CARE AND CHILD BEHAVIOR

Menchie Agtarap, Brenda Snyder, Sydney Puga, Kimbra Juarez, Anne Andaya (CSPP Alliant International University, Fresno)

12-38 TALKING IN PAST AND FUTURE TENSE: HOW MOOD AFFECTS COUPLES' LANGUAGE IN CONVERSATIONS

¹Yaya Shi, ¹Jennifer Ouyang, ¹Maria Bachmakova, ¹Alaina I. Gold, ¹Yana Ryjova, ¹Alexis M. Beale, ²Adela Timmons, ¹Sohyun Han, ¹Gayla Margolin (¹University of Southern California, ²The University of Texas at Austin)

12-39 DAILY ACTIVITIES, ENJOYMENT AND THEIR RELATIONSHIP WITH DAILY MOOD IN CAREGIVERS OF DEMENTIA

¹Abel Pichardo, ²Brent Mausbach (¹San Diego State University, ²University of California San Diego)

12-40 PSYCHOSOCIAL INTERVENTION FOR NEGATIVE SYMPTOMS IN SCHIZOPHRENIA: A CASE SERIES

Ashby Cogan, Lauren Weittenhiller, Amy Sanchez, Ann M. Kring (University of California, Berkeley)

12-41 THE IMPACT OF RACE, ETHNICITY, IMMIGRATION, AND INCOME LEVEL ON ENGAGEMENT WITH ONLINE HELP-SEEKING BEHAVIORS FOR PSYCHOTHERAPY

Sarah Hamza, Yesenia Aguilar, Lauren Ng (University of California, Los Angeles)

12-42 A META-ANALYSIS OF THE RELATIONSHIP BETWEEN TRAIT ANXIETY AND RISK TAKING

Yvette De Jesus, Paul Price (California State University, Fresno)

12-43 FIRST - GENERATION COLLEGE STUDENTS' MENTAL HEALTH LITERACY AND PERCEPTIONS OF TREATMENT

Sherry Guler, Lisa Mori (California State University, Fullerton)

12-44 COMPARING ADOLESCENT MENTAL HEALTH BETWEEN 2020 AND 2022: A YOUTH PARTICIPATORY ACTION RESEARCH PROJECT
'Kimberly Smith, 'Rosa Acevedo Duran, 'Sherlyn Flores-Magadan, 'Jennifer Lovell
(California State University, Monterey Bay, 'Gonzales High School)

12-45 COMPLICATED GRIEF, DEPRESSION, AND PSYCHOLOGICAL WELL-BEING: PSYCHOLOGICAL INFLEXIBILITY AS AN INTENSIFIER
Ashley Wicochea, Michael Lewin (California State University, San Bernardino)

12-46 SECONDARY TRAUMATIC STRESS IMPACT AND RISK FACTORS ASSOCIATED WITH VICTIM ADVOCACY.

Gabriela Villar, Stephanie Reyes, Lorraine T. Benuto (University of Nevada, Reno)

12-47 UNDERSTANDING THE IMPACT OF COVID-19 ON THE DECLINE OF MENTAL HEALTH SERVICE UTILIZATION FOR COLLEGE STUDENTS

'Kayla Nakayama, 'Ellie Nisbet, 'Tracy Bertka, 'Erin Barrett ('California State University, Fullerton, 'California State University, Dominguez Hills)

12-48 COLLEGE STUDENTS' ATTITUDES TOWARD SEEKING PSYCHOLOGICAL HELP ACROSS GENDER AND PRIOR MENTAL HEALTH TREATMENT

Ellie Nisbet, Lisa Mori (California State University, Fullerton)

12-49 PERCEIVED FAMILY TREATMENT STIGMA AND ATTITUDES TOWARD TREATMENT: MODERATION BY ETHNICITY IN LATINX, ASIAN-AMERICAN, AND WHITE COLLEGE STUDENTS

Nicholas Brewster, Araceli Gonzalez (California State University, Long Beach)

12-50 ADVERSE CHILDHOOD EXPERIENCES, FAMILY CHARACTERISTICS, AND PSYCHOLOGICAL OUTCOMES AMONG LATINX COLLEGE STUDENTS

Jasmin Escalante (California State University, San Bernardino)

12-51 ASSESSING THE BENEFITS OF DIGITAL MENTAL HEALTH INTERVENTIONS (DMHIS) WITHIN OLDER ADULT POPULATIONS
(AWARD WINNER)

¹Judith Borghouts, ¹Aisha Malik, ¹Jocelyn Tran, ¹Raul Habib, ¹Kim Ngo, ¹Nathan Nguyen, ¹Alina Yeo, ¹Nhat Nguyen, ¹Isaac Mora, ¹Biblia Cha, ¹Xin Zhao, ²Elizabeth Eikey, ¹Stephen M. Schueller, ¹Margaret Schneider, ²Nicole Stadnick, ¹Kai Zheng, ¹Dana Mukamel, ¹Dara Sorkin (¹University of California, Irvine, ²University of California, San Diego)

12-52 COGNITIVE FLEXIBILITY MEDIATES THE RELATIONSHIP BETWEEN MENTAL HEALTH DIAGNOSIS AND SATISFACTION WITH LIFE

¹Brianna Preiser, ¹Allison Chang, ²Anthony Papa (¹University of Hawai'i at M'noa, ²University of Nevada, Reno)

12-53 COGNITIVE FLEXIBILITY PREDICTS SATISFACTION WITH LIFE AND PSYCHOLOGICAL DISTRESS

(¹University of Hawai'i at M'noa, ²University of Nevada, Reno)

12-54 THERAPY MATCH: DOES SEXUAL ORIENTATION AND GENDER PRESENTATION INFLUENCE THERAPIST SELECTION FOR FEMALE CISGENDER COLLEGE STUDENTS?

Alicia Cromer, April Vollmer, Dejah Yansen, Nora Dunbar (Northern Arizona University)

12-55 TESTING FAMILY FUNCTIONING AND PSYCHOSIS RISK ACROSS RACE AND ETHNICITY

Charlie Su (University of North Texas)

12-56 THE CONDITION THERAPISTS AREN'T TAUGHT TO TREAT: HOW TREATABLE IS NARCISSISM?

Will Hische (Saddleback College)

12-57 EFFECT OF INTERGENERATIONAL TRAUMA ON PARENTING STYLES OF 1.5/2ND-GENERATION SOUTHEAST ASIAN-AMERICAN FATHERS

An Huynh (California School of Professional Psychology)

12-58 EFFECTIVENESS OF TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY ON CHILDREN AND ADOLESCENTS TO REDUCE SYMPTOMS OF PTSD: META-ANALYSIS

Alexis Moreno, Sunyoung Park, Allegra Klacsmann (California Lutheran University)

12-59 ASSESSING INTERPERSONAL INFLUENCES ON DIABETES SELF-MANAGEMENT AMONG HIGH-RISK LATINA MOTHERS WITH TYPE 2 DIABETES

Nathan Nguyen, Isaac Mora, Nhat Nguyen, Aisha Malik, Jocelyn Tran, Raul Habib, Kim Ngo, Alina Yeo, Dara Sorkin (University of California, Irvine)

12-60 IN THEIR OWN WORDS, WHAT IS KEEPING COLLEGE STUDENTS FROM SEEKING MENTAL HEALTH SERVICES?

Ambar Hernandez, Nicholas Brewster, Tess Nguyen, Brianna Prieto, Elizabeth Franco (California State University, Long Beach)

SYMPOSIUM

09:45 AM - 10:45 AM Raincross Ballroom C&F

IN THE EYE OF THE BEHOLDER: THE ROLE OF IDENTITY IN PERSON PERCEPTION

Chair: Deja Simon-Jennings (University of California, Riverside)

A near immediate process that occurs when perceiving a person (or people) is extracting information about their race, gender, and other basic social categories. In doing so, perceivers can efficiently make sense of an individual using existing category knowledge. However, this initial categorization process does not result in uniform evaluations across people; the ways in which someone is perceived, and the downstream implications of that perception, will vary based on the identity of the perceiver. How well do Black people remember light- and dark-skin Black faces? How do liberals and conservatives racially categorize Kamala Harris, a multiracial woman? How do women and men infer threat and belonging from a group of voices? This symposium will address these questions, highlighting just some of the myriad ways in which identity influences social perception.

MENTAL REPRESENTATIONS OF KAMALA HARRIS Debbie Ma
(California State University, Northridge)

ADVERSARIES OR ALLIES? PERCEPTION OF MIXED-SEX VOCAL ENSEMBLES Kelsey Neuenswander (University of California, Los Angeles)

HAVE YOU SEEN THIS PERSON? AN INFLUENCE OF SKIN TONE BIAS AMONG BLACK AMERICANS Deja Simon-Jennings (University of California, Riverside)

DISTINGUISHED SPEAKER

10:00 AM - 11:00 AM Exhibition Hall D - Continuing Education Available

COMMUNITY NEUROPSYCHOLOGY: DECOLONIZING NEUROPSYCHOLOGY RESEARCH ALONGSIDE COMMUNITIES

Mirella Diaz-Santos (University of California, Los Angeles)

Chair: Aarti Nair (Loma Linda University)

As the urgent call to increase representation of historically marginalized communities in neuropsychology continues to make headlines, researchers are searching for ways to develop equitable and sustainable partnerships between the university and communities. Although multiple strategies have been used by the university to build and sustain trust, many community members remain wary of researchers and their motives. Building trust is a complex social and interpersonal experience where multiple factors directly and indirectly impact the community decisions of deeming a researcher trustworthy. This presentation will (re) present a neuropsychology research model where the researcher is responsible in understanding, acknowledging, and accepting the narratives of those who have been historically marginalized.

Biography

Mirella Díaz-Santos, Ph.D. is a Spanish-English bilingual and bicultural neuropsychologist, and an Assistant Professor In-Residence in the Department of Neurology with a dual appointment with the Department of Psychiatry and Behavioral Sciences at the David Geffen School of Medicine. Dr. Díaz-Santos is the director and founder of the “Equity for Latinx-Hispanic Healthy Aging (ELHA) Lab,” at UCLA Easton Center for Alzheimer’s Research and Care in Neurology, with a focus on prevention, and early detection/diagnosis of Alzheimer’s disease and related dementias (ADRD) in Latinx communities. Her area of expertise is the ADRD science of recruitment and retention by the implementation and sustainability of mixed-method Community Partnered Participatory Research (CPPR) interventions transforming healthcare systems and academic infrastructures equipped to foster ADRD research accessibility, and inclusion in the areas of brain health prevention and early detection of ADRD.

PSI CHI PROGRAM

10:00 AM - 11:30 AM Meeting Room 4

PSI CHI MENTORSHIP SESSION #1 SPEED MENTORING WITH CLINICAL PSYCHOLOGY GRADUATE STUDENTS

Chair: Louise Chim (University of Victoria)

Are you an undergraduate student who is interested in attending a clinical psychology graduate program (MA, Ph.D., PsyD)? Want to learn more about the application process and the graduate school experience? The Psi Chi chapter of Palo Alto University would like to invite you to our Speed Mentoring Session with Clinical Psychology graduate students. If you've ever wanted to sit down with a clinical psychology graduate student and pick their brain about graduate school, research, and clinical training, then this event is for you! Come meet Psi Chi members who are advanced clinical psychology graduate students. They will share their graduate school experiences and answer questions in small groups of 4 to 5 undergraduate students for 10-minute intervals. After 10 minutes, students will rotate to another Psi Chi member. This format will allow for about 5 rotations so that undergraduate students can meet with several graduate students. Please [click here to register!](#)

We only have space for 30 lucky undergraduate students, so try to sign up sooner rather than later! Thanks for your time, and we look forward to meeting you then.

PRESIDENTIAL SYMPOSIUM

10:30 AM - 12:00 PM Ballroom

HEALING AND EMPOWERMENT THROUGH THE DAILY PRACTICE OF BDSM: BLESSINGS, DISRUPTIONS, SOCIAL SUPPORT, AND MIRRORS

¹Delia Saenz, ²Julie Garcia, ³Desdama Rios, ⁴Jamie Franco (¹University of California, Merced, ²Cal Poly, San Luis Obispo, ³University of Houston, Clear Lake, ⁴JFK School of Psychology at National University)

Daily, we face challenges that can stem from global- or national-level disruptions (e.g., COVID 19, prejudice, natural disasters) or from interpersonal-level assaults (e.g., workplace bias, severe illness). In this presidential symposium, WPA President Delia Saenz will introduce a framework for centering oneself in response to

high-stress events or conditions. The D-BDSM framework, derived from both psychological concepts and from the culturally based praxis of individuals who often face identity-based aggression (women of color), involves reflecting on four elements: blessings, disruptions, social support, and mirrors/windows. Each panelist will describe their use of the framework and then, audience members will be afforded the opportunity to practice D-BDSM. Ultimately, we seek to reinforce the belief that achieving a sense of centeredness can help facilitate effective responses to life challenges, and that D-BDSM, informed by science and cultural practice, can be a tool that both empowers and promotes healing.

Biographies

Dr. Delia Saenz is a Texan by birth, a social psychologist by training, and a Chicana by heritage. She received her Ph.D. in Social Psychology from Princeton University. She currently serves as vice chancellor & CDO at UC Merced, and has held previous administrative and faculty appointments at Arizona State University, Bennington College, and Notre Dame University. Dr. Saenz' areas of expertise include organizational effectiveness, group processes, social identity, and culture. Across her career, her scholarly work, teaching, and service have advanced the understanding of difference as a social concept, and the optimization of learning and working in diverse, multi-level contexts. Dr. Saenz has been recognized for her contributions to the broadening of participation of underrepresented populations across educational and work domains. In addition, she has been recognized numerous times for outstanding teaching and mentoring, and for significant contributions to the professional development of students of color. Dr. Saenz has received grants from the National Science Foundation, the US Agency for International Development, the National Institutes of Health, the Ford Foundation, Google, and others.

Desdama Rios, Ph.D. is an Associate Professor of Social Psychology and Director of Latinx and Latin American Studies at the University of Houston-Clear Lake (UHCL). She has published on intersectionality in the academy including pedagogical practices, and faculty and student experiences. She is the recipient of three national teaching awards from the American Psychological Association's Society for the Teaching of Psychology, Society for the Psychological Study of Social Issues, and the Association for Women in Psychology. She is also the recipient of UHCL's Hayes diversity award for her work with underrepresented groups in academia. She has served as a council member for the Society of the Psychological Study of Social Issues, is currently a consulting editor for *Psychology of Women Quarterly* and serves on advisory boards for several non-profits in Houston including Magnolia Park Arts & Community and Barrio Dogs. Her current research is funded

by the Hogg Foundation and focuses on examining collaborative practices among non-profit organizations in Houston's East End, and how community-based advocacy can inform local and state-level policy. She is also examining culturally relevant approaches to studying Latinx people and co-writing the first Psychology of Latinx People textbook in the field of psychology.

Dr. Julie Garcia has been a professor in the Psychology and Child Development Department at California Polytechnic State University, San Luis Obispo for over 15 years, and also served as its Interim Associate Vice President in the Office of University Diversity and Inclusion. She received a BA in Psychology from California State University, San Bernardino, and a Ph.D. in Social Psychology from the University of Michigan. She then completed a National Science Foundation Postdoctoral Fellowship at Stanford University. Her areas of research expertise include: stereotyping, prejudice, stigma, intergroup relationships, social identity, and underrepresentation in STEM. This work has been funded by prestigious grant agencies, including the National Science Foundation and the Russell Sage Foundation. Dr. Garcia is also an elected fellow of the Society for Personality and Social Psychology (SPSP), and currently serves on the SPSP Board of Directors as Member at Large for Outreach and Advocacy.

Dr. Jamie Franco (Franco-Zamudio) earned her Bachelor's from The Ohio State University and her Master's and Ph.D. from the University of California, Santa Cruz. She is an Associate Professor at National University (JFKSOPSS), where she is Co-Chair of the Research and Grant committee. Franco serves as a consultant, providing Justice, Equity, Diversity, and Inclusion workshops and developing course content intended to empower students as change agents. She has received awards for her teaching and service, including the Innovative Teaching Award from the Society for the Psychological Study of Social Issues (SPSSI). She is an active member of Division 9 of APA, the Society for the Psychological Study of Social Issues, where she currently serves on the governing council.

SYMPOSIUM

10:45 AM - 11:45 AM Raincross Ballroom A&D

RECENT ADVANCES IN GRATITUDE RESEARCH: VARIOUS PRACTICES FOR THRIVING IN TODAY'S WORLD

Chair: Giacomo Bono (California State University, Dominguez Hills)

Four papers examine various gratitude practices' effects on individuals' wellbeing and memories to elucidate how gratitude benefits individuals. First, Regan et al.'s experiment (2022) found that long-form exercises were more beneficial than lists and that writing gratitude letters produced stronger feelings of gratitude and other positive emotions. Second, Watkins et al.'s (2022) experiment examined the cognitive effects of recalling positive events, human-caused benefits, or a God-caused benefits. Compared to positive memories, grateful memories produced higher grateful affect currently than was originally experienced and positive affect over time, indicating that positive emotions "stick" to grateful memories more than other positive memories over time and the benefits of recalling grateful memories supports well-being. Third, Walsh et al.'s (2022) experiment found that sharing gratitude on social media or via private text were both beneficial, but that the latter especially supported social connection. Finally, Bono et al.'s longitudinal study (2022) examined how gratitude supported resilience in college students during the Covid-19 pandemic. Gratitude was more beneficial for students with lower socioeconomic status or first-generation status, indicating greater advantages for under-resourced individuals. These studies indicate the potency of gratitude practices for boosting meaningful social connections with others, solidifying greater meaning in life, and protecting humans from adversity.

ARE SOME WAYS OF EXPRESSING GRATITUDE MORE BENEFICIAL THAN OTHERS? RESULTS FROM A RANDOMIZED CONTROLLED EXPERIMENT Annie Regan, Lisa C. Walsh, & Sonja Lyubomirsky (University of California, Riverside)

GRATITUDE STICKS: HOW GRATEFUL MEMORIES MAINTAIN THEIR POSITIVE IMPACT Philip C. Watkins and Alexander Dodson (Eastern Washington University) and Don E. Davis (Georgia State University)

WHAT IS THE OPTIMAL WAY TO GIVE THANKS? COMPARING THE EFFECTS OF GRATITUDE EXPRESSED PRIVATELY, ONE-TO-ONE VIA TEXT, OR PUBLICLY ON SOCIAL MEDIA Lisa C. Walsh, Annie Regan, Jean Twenge, & Sonja Lyubomirsky (University of California, Riverside)

DOES GRATITUDE MAKE COLLEGE STUDENTS MORE RESILIENT TO THE PANDEMIC? AND DOES IT ESPECIALLY HELP THE STUDENTS WHO NEED IT MOST? Giacomo Bono (California State University, Dominguez Hills) and Kresimir Reil (Claremont Graduate University)

PAPER SESSION

10:45 AM - 11:45 AM Meeting Room 1

NEW IDEAS IN TEACHING

Chair: Carla Strickland-Hughes (University of the Pacific)

10:48 EVALUATING SPECIFICATIONS GRADING: A MIXED-METHODOLOGY COMPARISON OF STUDENT PERCEPTIONS AT THREE UNIVERSITIES

¹Carla Strickland-Hughes, ²Annie Ditta, ³Julie Hill, ⁴Emily Mroz (¹University of the Pacific, ²University of California, Riverside, ³La Salle University, ⁴Yale University)

11:02 REINFORCING STUDENTS' UNDERSTANDING OF RESEARCH VALIDITY THROUGH METACOGNITION ABOUT INSTRUCTOR FEEDBACK

Sydney Wood, Victoria Cross (University of California, Davis)

11:16 INSTRUCTIONAL SCAFFOLDING IMPROVES SCIENTIFIC LITERACY AND EVALUATION OF PREPRINTS IN INTRODUCTORY COGNITIVE SCIENCE STUDENTS

Lucy Cui, Cynthia Wu, Brandon Day, Yiwei Wang (University of California, Los Angeles)

11:30 MOST ABSTRACTS DO NOT MEET APA REPORTING STANDARDS
Scott McIntyre, Erin McIntyre (Arizona State University)

PT@CC AND CABE SPEAKER

10:45 AM - 11:45 AM Meeting Room 8/9/10

USING OPEN STATISTICAL SOFTWARE TO PROMOTE STATISTICAL LITERACY AMONG COMMUNITY COLLEGE STUDENTS IN PSYCHOLOGY

Ladonna Lewis, Karina Sokol, Lisa Worthy (Glendale Community College)

Statistical information appears regularly in our everyday world; however the ability of the average citizen to distinguish between credible assertions appears limited in an era of misinformation. A secondary problem is the lack of understanding of the relevance and application of statistics across psychology courses. The Society for Teaching in Psychology (STP) Statistical Literacy Taskforce (2012) asserted that statistical literacy in psychological science is a fundamental skill for undergraduate students. The taskforce identified five conceptual areas of understanding that students should know after completing an introductory psychology course: (1) Empiricism (2) Variables (3) Data (4) Statistical Conclusions and (5) Causality.

But how do we accomplish this in Introductory Psychology and other lower division courses in a manner that is engaging and relevant to our students? Psychology faculty at Glendale Community College (Arizona) propose a pedagogy that integrates a conceptual understanding of statistical literacy, including context from the field of psychology, along with skill development using an open software system (JASP, 2022). By adopting open statistical software, we untethered learning from our designated campus space and increased pedagogical flexibility to introduce students to statistics and data analysis early and across courses. During this presentation we will share open educational resources (OER) and materials that were produced with grant funding from the Maricopa Millions Project. Attendees are welcome to bring their devices to the session for a hands-on introduction to JASP.

SYMPOSIUM

11:00 AM - 12:00 PM Raincross Ballroom C&F

PRACTICAL SOCIAL JUSTICE: INTERSECTIONAL ALLYSHIP, MULTICULTURAL MENTORSHIPS, & TOXIC PRIVILEGE

¹Bedford Palmer, ²Jennifer Lovell, ³Nita Tewari (Saint Mary's College of California,

²California State University, Monterey Bay, ³Private Practice)

In their new book, *Practical Social Justice: Diversity, Equity, and Inclusion Strategies Based on the Legacy of Dr. Joseph L. White*, the contributors focused on translating real-world experience into promoting social justice change on the personal and institutional level. We shared narratives, as Dr. White's mentees, to provide an experiential understanding of our participation in the Freedom Train. We provided critical reflections and examples of best practices for overcoming barriers to diversity, inclusion, and equity within academic, governmental, and corporate settings. This symposium will focus on our experiences related to intersectional allyship, cross cultural mentoring, and the ramifications of false allyship in mentoring. Dr. Jennifer Lovell will discuss ways that intersectional allyship underscores the ways in which we have the continual opportunity to both behave as an ally and to be allied with based on intersecting identities. Dr. Nita Tewari will provide insights on how Dr. White's mentoring and support served as a foundation to build a structure that normalizes and validates the ethnic and racial differences, not deficiencies of South Asian Americans in the psychology world. Dr. Bedford Palmer II will provide insight into how open defiance can be necessary when confronting of white supremacy in faculty advisors.

INTERSECTIONAL ALLYSHIP AND THE IMPORTANCE OF
RELATIONSHIPS Jennifer L. Lovell

CROSS-CULTURAL MENTORING AND STRENGTH-BASED IDENTITY
BUILDING Nita Tewari

NAVIGATING TOXIC PRIVILEGE Bedford Palmer II

DISTINGUISHED SPEAKER

11:00 AM - 12:00 PM Exhibition Hall C - Continuing Education Available

AMBIGUITY AND CLARITY: CRITICAL PROCESSES IN ADDRESSING
INEQUITIES

Rodolfo Mendoza-Denton (University of California, Berkeley)

Chair: Bridgette Peteet (Loma Linda University)

A large body of literature in psychology has documented how ambiguity can affect marginalized individuals' well-being and performance by leading them to question whether their outcomes are due to their own performance or others' biases. A

separate literature also suggests that ambiguity facilitates prejudice, because actors use their pre-existing biases to navigate ambiguous situations. These literatures suggests that in organizational contexts, one way to address inequities is by providing clarity in expectation, evaluation, and process. I will provide preliminary data in support of this hypothesis, and discuss potential implications for education, work, and policing.

Biography

Rodolfo Mendoza-Denton is professor of psychology at the University of California, Berkeley. Childhood experiences living in Mexico, the U.S., Ivory Coast, and Thailand cemented an early interest in cultural differences and intergroup relations. He received his BA from Yale University and his Ph.D. from Columbia University. Mendoza-Denton's professional work covers stereotyping and prejudice from the perspective of both target and perceiver, intergroup relations, as well as how these processes influence educational outcomes. He is the recipient of the UC Berkeley Chancellor's Award for Advancing Institutional Excellence, the University-wide Distinguished Teaching Award, as well as the Richard and Rhoda Goldman Distinguished Professorship in the Social Sciences. He was elected into the American Association for the Advancement of Science in 2022.

PSI CHI PROGRAM

11:00 AM - 12:00 PM Meeting Room 3

SO YOU WANT TO GET A JOB OR GET LICENSED? DEGREES TO GET THERE

¹Steven Del Chiaro, ²Kini Chang (¹Santa Clara University, ²Holy Names University)

Many psychology students focus on degree attainment as they progress towards their undergraduate degree. Many have an idea about what they want to do when they graduate; however, they do not actively investigate the options available post baccalaureate. There are several paths to counseling, and the helping professions, and undergraduate students need more education to discover the path best suited for their career goals. Moreover, those who want to go into counseling are faced with the choices between licensure options. In this session we cover how to research different degrees, the differences among the available degrees (MFT, LCSW, LPCC, PsyD, and Ph.D; BA and MA career choices will be briefly mentioned), strategies to get into graduate school, and making the final decision. We will also discuss general

tips and strategies to get ready for any workplace, after graduating with a degree in psychology. Finally, we will also have some of our current graduate students share their own experiences of applying to graduate school, and navigating career paths.

POSTER SESSION 13

11:00 AM - 12:15 PM Exhibition Hall A/B

SOCIAL/PERSONALITY PROCESSES 2

13-1 THE EXPRESSION OF TRIARCHIC PSYCHOPATHY TRAITS IN SELF-DEFINING MEMORIES

¹Xaaran Dolence, ¹Addison Duvall, ¹Bethany Hermann, ²Kevin O’Neal, ²Emma Storm, ¹Miaomiao Yu, ²Jefferson Singer, ¹Pavel Blagov (¹Whitman College, ²Connecticut College)

13-2 KEEPING THE PLANET AFLOAT WITH MY VOTE: TIME METRIC MODERATES THE RELATIONSHIP BETWEEN POLITICAL AFFILIATION AND RISK PERCEPTIONS CONCERNING CLIMATE CHANGE

Isabella Di Lauro, Sofia Uribe, Valerie Vessels, Alicia Castro, William Pedersen (California State University, Long Beach)

13-3 ATTITUDES TOWARDS AUTISTIC INDIVIDUALS IN EMPLOYMENT

Madison Gardner (Western New Mexico University)

13-4 NORMATIVE SOCIAL INFLUENCE OF PROENVIRONMENTAL BEHAVIOR IS UNDERDETECTED: REPLICATING AND EXTENDING

¹Stasie Dear, ²Wesley Schultz (¹Claremont Graduate University, ²California State University)

13-5 LOW IN PERSONAL CONTROL, HIGH IN ANGER! EMOTION MODERATES THE EFFECT OF PERSONAL CONTROL ON COLLECTIVE ACTION INTENTIONS.

Erick Garcia, Isabella Di Lauro, Valerie Vessels, Alicia Castro, William Pedersen (California State University, Long Beach)

13-6 ADVISING ACROSS DIVERSE STUDENT POPULATIONS: THE POSITIVE IMPACT OF ADVISING MICRO-MESSAGES, AND THEIR

IMPORTANCE FOR STUDENTS FROM UNDERREPRESENTED GROUPS
Tonya Buchanan, Joshua Buchanan, Leah Marie McKinney (Central Washington University)

13-7 POSSIBILITY AND AGENCY: STUDENT AND TEACHER
PERSPECTIVES ON CRITICAL CONSCIOUSNESS DEVELOPMENT
THROUGH CURRICULUM

¹Alicia Herrera, ²Emmanuel Biddle (¹California State University, Sacramento,
²Sacramento Country Day School)

13-8 SOCIAL STIGMA: DIAGNOSTIC LABELS INCREASE PERCEPTIONS
OF PERSONALITY DISORDER SEVERITY

Aubrey Anderson, Max Butterfield (Point Loma Nazarene University)

13-9 THE EFFECTS OF EMPATHY AND POLITICAL AFFILIATION ON
PROSOCIAL BEHAVIOR

Hector Calderon, Victor X. Luevano (California State University, Stanislaus)

13-10 IMPOSTER PHENOMENON AND SOCIAL SUPPORT SYSTEMS

Lauren Cometa, Laura Medina Flores, Bianca Lopez Felix, Mary Abigail Marcelo,
Leslie Quintino Ramirez, Stephany Carillo, Anne Durn (California State University,
Bakersfield)

13-11 THE IMPOSTER PHENOMENON, LEARNED HELPLESSNESS, AND
MOTIVATIONAL ORIENTATION

Sterling Rich, Khristina Stoker, Nick Torres, Savannah Sloan, Sydney Skaggs, Lindsay
Duarte, Joshua Uhalt, Anne Duran (California State University, Bakersfield)

13-12 VISUAL PERCEPTION OF GENDER TYPICALITY (MASCULINITY
AND FEMININITY) IN GROUPS

Anna Faulkner (Occidental College)

13-13 IMPULSIVITY PULLS THE TRIGGER: THE IMPACT OF ALCOHOL
PRIMING, ALCOHOL EXPECTANCIES, AND IMPULSIVITY ON
TRIGGERED DISPLACED AGGRESSION (**AWARD WINNER**)

Francisco Hernandez, Valerie Vessels, Briana Franco, Dacey Bashaw, Alicia Castro,
Sydney Carpentier, William Pedersen, Lorelei Acuna, Steven Alba, Isabella Di Lauro,
Allyn Ojeda, Shane Toyohara, Samuel Valle, Joyee Niaz (California State University,
Long Beach)

13-14 HONOR ENDORSEMENT: LINKS WITH SELF-EFFICACY, SELF-ESTEEM, ANXIETY, AND DEPRESSION

Nicole Benquechea, Heidi Riggio, William Ralica, Sabrina K. Jackson-Zambon, Aida Benitez (California State University, Los Angeles)

13-15 WHO ARE YOU? SELF-PRESENTATION, SELF-ESTEEM, AND SOCIAL MEDIA

Presley Fettig, Valerie Sommer, Danielle Berman, Rachel Cohen, Nicole Mahrer (University of La Verne)

13-16 HOW DEMOGRAPHICS INFLUENCE SELF-IMAGE

Leyla Rakshani, Melissa Brillhart, Aaron Schurger (Chapman University & The Chicago School of Professional Psychology)

13-17 THE SOURCE OF POLITICAL BULLSHIT AFFECTS ITS PERSUASIVENESS

Kiana Bertrand, Dustin Calvillo (California State University, San Marcos)

13-18 THE RELATIONSHIP BETWEEN RACE/ETHNICITY AND STUDENT COMFORT IN INSTITUTIONS OF HIGHER EDUCATION

Gillian Almanza, Heidi Riggio (California State University, Los Angeles)

13-19 PERCEPTIONS OF INTERETHNIC COUPLES AMONG LATINX AMERICAN COLLEGE STUDENTS

Alejandro Hernandez, Heidi Riggio (California State University, Los Angeles)

13-20 CORRELATES OF SELF-RATINGS OF INTELLIGENCE

Isaac Formato, Charles Hill (Whittier College)

13-21 THEIR FEELINGS WON'T CHANGE: CHILDREN AND ADOLESCENTS' EVALUATIONS OF GROUPS THAT PARTAKE IN INTER-ETHNIC EXCLUSION.

Raychel Hatch (University of San Francisco)

13-22 THE RELATIONSHIP BETWEEN "FEAR OF MISSING OUT" AND RUMINATIVE THINKING, CAMPUS INVOLVEMENT, AND LIFE SATISFACTION

Justine Constantino, Justine Dao, Anagha Rao, Misty Kolchakian (Mt. San Antonio College)

13-23 IMPACTS OF EXERCISE AND WELL-BEING ON COLLEGE STUDENTS

Alexis Huff, Charles Hill (Whittier College)

13-24 IMPACT OF POLITICAL AFFILIATION AND SOURCE CREDIBILITY ON BELIEF IN COVID-19 MISINFORMATION

Clarissa Chan, Stacy Eltiti (Biola University)

13-25 IS SELFIE MODIFICATION BEHAVIOR ASSOCIATED WITH NARCISSISM AND SELF-ESTEEM?

Soyeong Bak (San Francisco State University)

13-26 CAN SOCIAL INTERACTIONS SHAPE CULTURE? UNDERSTANDING WHY DIVERSE AND NON-DIVERSE INTERACTIONS INFLUENCE INDIVIDUALISTIC AND COLLECTIVISTIC VALUES

Kendon Fuller, Julianna Alvarez, Alex Huynh (California State University, San Marcos)

13-27 ANTICIPATION OF BEING DEPRIVED PREDICTS COVID-19 HEALTH BEHAVIORS AND PERCEPTIONS OF DESERVINGNESS FOR OTHERS

Alejandro Garcia, Samuel Padilla, Brittany Bloodhart (California State University, San Bernardino)

13-28 THE RELATIONSHIP BETWEEN SOCIAL SUPPORT, COPING STRATEGIES, AND NEUROTICISM DURING THE COVID PANDEMIC

Mark Barajas, Dylan Brownen, Molly Dreher (Saint Mary's College of California)

13-29 THE EFFECTS OF SIBLING RELATIONSHIPS ON WELL-BEING

¹Noah Ayers, ¹Renee Thomas, ²William Durrill, ²Nathan Sampath, ²Zachary Reese
(¹University of Michigan, ²University of San Francisco)

13-30 DAILY DIARY STUDY OF DIVERSE ROMANTIC RELATIONSHIPS

Natalie Gonzalez, Aisha Williamson-Raun, Zachary Reese (University of San Francisco)

13-31 NEURODIVERSITY LANGUAGE: PERSON-FIRST VS IDENTITY-FIRST

T.L. Brink, Teagan Campbell (Crafton Hills College)

13-32 THE EFFECT OF TIME SPENT ON SOCIAL MEDIA AND
AGREEABLENESS ON ONLINE SOCIAL CONFORMITY
Stephanie Hernandez (Woodbury University)

13-33 FAMILY MATTERS: RACE, FAMILISMO, AND ASSOCIATIONS WITH
EARLIEST MEMORIES
'Maya Brown-Hughston, 'Megan Chang, 'Emili D'Amico, 'Cindy Dang, 'Arleen
Ohanian, 'Jennifer Bohanek, 'Angela Lukowski ('University of California, Irvine,
'University of Missouri)

13-34 TELL THE TRUTH, ARE YOU LYING?: HOW COMPASSION AND
FRAMING DRIVE PROSOCIAL LIES
Christian Beltran (The University of California, Los Angeles)

13-35 THE MODERATING ROLE OF PARENTAL PSYCHOLOGICAL
CONTROL IN THE RELATION BETWEEN YOUTHS' EMOTIONAL
CLARITY AND SEEKING OF PARENTAL SUPPORT
Vincent Chavez, Madeline Newman, Elizabeth L. Davis (University of California,
Riverside)

13-36 RISK PREPAREDNESS AND PERSONALITY CHANGE:
EVALUATING THE ROLE OF RISK-TAKING IN PURSUING
PERSONALITY CHANGE GOALS
Josephine Fealy, Min Zheng, Erica Baranski (California State University, East Bay)

13-37 THE EFFECT OF UNCOOPERATIVE VIDEO GAME PLAY: A HALO
STUDY
Tianjie Hu, Scott McIntyre (Arizona State University)

13-38 FORMER LEADER TRANSGRESSIONS AFFECT NEW LEADER
PREFERENCES
'Cosette Hunter, 'Grace Belt, 'Amber Gaffney, 'Lily Syfers ('Cal Poly Humboldt,
'University of Alberta)

13-39 THE ROLE OF COPING SELF-EFFICACY AND SYMPTOM
EXPRESSION IN RESPONSE TO TRAUMATIC EVENTS
Naomi Gupta, Daya Grewal, Julia Weinman (Palo Alto University/ Stanford
University)

13-40 IDENTIFYING RACIAL BIAS IN DECISION-MAKING AMONG
COLLEGE STUDENTS USING CONJOINT ANALYSIS: APPLICATIONS TO

REAL-WORLD SCENARIOS

Ivan Alatorre, Melita Mehzabin, Justin Kantner, Debbie S. Ma (California State University, Northridge)

13-41 THE IMPACT OF CHILDHOOD ADVERSITY AND TRAUMA ON ADULTHOOD EMPATHY

Isabella Hartley (University of San Francisco)

13-42 FACTORS CONTRIBUTING TO COLLEGE MAJOR

Cora Fletcher, Joshua Salazar (Pacific Union College)

13-43 THE EFFECTS OF EARLY PARENTAL DEATH AND POSTTRAUMATIC GROWTH ON TERROR MANAGEMENT

Mary Ferris (California State University, Channel Islands)

13-44 IMAGINING POSITIVE INTERACTIONS MODERATES ALLOPHILIA RATINGS OF OUTGROUP MEMBERS BASED ON THE PERCEIVER'S IDENTITY SALIENCE

Amanda ElBassiouny, Nicole Talarico (California Lutheran University)

13-45 TMT IN THE FACE OF ATHLETIC INJURIES

Marisa Gonzales, Josey Martin, Melissa Soenke (California State University, Channel Islands)

13-46 INCREASED PARENTAL RESPONSIVENESS PREDICTS DECREASED ADOLESCENT LONELINESS AND EMOTION SUPPRESSION

Alec Qualitza, Chan Thai (Santa Clara University)

13-47 DISCRIMINATION'S ROLE ON SLEEP OUTCOMES AND THE MODERATING ROLE OF LONELINESS AND SOCIAL SUPPORT

¹Amish Patel, ²Matthew Zawadzki (¹Sonoma State University, ²University of California, Merced)

13-48 MOBILITY CHALLENGES IN LATE LIFE: THE ROLE OF ADAPTIVE THINKING IN PROMOTING PHYSICAL ACTIVITY

¹Judith Chipperfield, ¹Chuchmach Loring, ¹Raymond Perry, ²Patti Parker, ³Jeremy M Hamm, ¹Steve Hladkyj, ¹Dallas Murphy, ¹Robert Dryden (¹University of Manitoba, ²Thompson Rivers University, ³North Dakota State University)

13-49 BMI PERCEPTION STUDY

Erika Morozumi, Luci Martin, Peter Nguyen (University of La Verne)

13-50 PREDICTING AWARENESS AND INTENSITY OF CHRONIC PAIN DURING A FLOW STATE

Ellie Kim, Monica Beals, Kate Sweeny (University of California, Riverside)

13-51 SOCIODEMOGRAPHIC CORRELATES OF COVID-19 VACCINE HESITANCY IN LATINA YOUTH

Harshini Selvakumar, Jordan Mullins, Kalina Michalska (University of California, Riverside)

13-52 WHICH ANTIDEPRESSANT CLASSIFICATION CONTRIBUTES TO THE MOST EFFECTIVE TREATMENT PLAN IN FIBROMYALGIA PATIENTS?

Marissa Armit, Lauren Davis, Annie Rutkowski, Rachael Meninno, Gabriela Cruz Fabian, Mikaylee Whitmarsh, Elizabeth Anguiano, Jennifer Trevitt (California State University, Fullerton)

13-53 RETROSPECTIVE ONLINE STUDY FOR PSYCHEDELIC PHARMACOTHERAPY TREATMENT ALTERNATIVES

Ty Weber, Alexander Wong (California State University, Chico)

13-54 ADOLESCENT ALCOHOL CONSUMPTION IN RATS LEADS TO SEX-DEPENDENT DIFFERENCES IN PROBABILISTIC DISCOUNTING, AFFECTIVE-LIKE BEHAVIOR, AND DRINKING IN ADULTHOOD

Alexandra Tejada, Carolyn Cueto, Jessica Bezenah, Johnna Richie, Magdalena Gonzales, Leslie Amodeo (California State University, San Bernardino)

13-55 IMPACT OF NEONATAL ESCITALOPRAM ON AFFECTIVE AND SOCIAL BEHAVIORS IN ADOLESCENCE

Alexandra Tejada, Carolyn Cueto, Jessica Bezenah, Johnna Richie, Magdalena Gonzales, Leslie Amodeo (California State University, San Bernardino)

13-56 RELATION OF EDUCATION TO THE EMPLOYMENT AND UNEMPLOYMENT STATUS OF PEOPLE WITH PHYSICAL DISABILITIES

Judith Mitchell (Rehabilitation Research & Training Center on Aging with Disability)

13-57 PSYCHO-SOCIAL STRENGTHS FOUND AMONG PEOPLE WITH PHYSICAL DISABILITIES

Judith Mitchell (Rehabilitation Research & Training Center on Aging with Disability)

13-58 FACTORS THAT PREDICT A SUCCESSFUL PARTNERSHIP
BETWEEN CLIENT AND THERAPIST

Mathew Curtis (University of Southern California)

13-59 DISSOCIATIVE DISORDERS, TRAUMA, AND THE BIRTH OF
PSYCHOLOGY: AN EXAMINATION OF INTERTWINED HISTORIES,
TOWARDS AN UNDERSTANDING OF MODERN-DAY INTEGRATION
BARRIERS

Katherine Smith (Azusa Pacific University)

SYMPOSIUM

**12:00 PM - 01:00 PM Raincross Ballroom A&D - Continuing
Education Available**

CALLING IN OUR CAMPUS: SCHOLAR-ACTIVISM FOR LGBTQIA+
INCLUSION AT A NONAFFIRMING RELIGIOUSLY AFFILIATED
UNIVERSITY

¹Lynette Bikos, ²Gaithri Ann Fernando, ¹Elliot Wallace, ¹Kiana Clay, ¹Lauren Alexa
(Lexa) Gambrell, ¹Daniel Gutierrez, ¹Clara O'Brien, ¹Emi Ichimura, ¹Tara Shelby,
¹Keyera Gaulden (¹Seattle Pacific University, ²California State University, Los Angeles)

Fifty percent of the employees and 90% of students at Seattle Pacific University joined not knowing that this private, Protestant, institution -- which is both ecumenical and evangelical -- has hiring policies and practices that discriminate against members of the LGBTQIA+ community. In January 2021, adjunct nursing professor Jeaux Rinedahl filed an employment discrimination lawsuit against SPU after being told that his application for a tenure-track position would not be moved forward because he was married to a man. This action freed the campus to engage in activism for LGBTQIA+ inclusion. In this symposium we share the results of five research projects that have emerged from scholar-activism at our institution. These include (a) an integrative literature review, (b) three quantitative analyses of affective well-being, religiously-oriented microaggressions, and protest-related burnout, and (c) a qualitative investigation of religiously oriented microaggressions.

HOW DOES COLLEGE CAMPUS CLIMATE AFFECT MENTAL HEALTH
FOR LGBTQIA+ STUDENTS? Elliot Wallace, Kiana Clay, & Lexa Gambrell
(Seattle Pacific University)

AFFECTIVE WELL-BEING AS A FUNCTION OF LGBTQIA+ IDENTITY
AS MEDIATED BY DIMENSIONS OF CAMPUS CLIMATE Kiana Clay, Lexa
Gambrell, & Elliot Wallace (Seattle Pacific University)

LOVE FOR THE “SINNER” AS INAUTHENTIC – A PSYCHOMETRIC
EVALUATION OF A LGBTQ+ RELIGIOUS MICROAGGRESSION
SCALE Daniel Gutierrez (Seattle Pacific University)

“I WILL NEVER BE OUT WITH THIS CAMPUS”: EXAMINING
MICROAGGRESSIONS AT A NON-AFFIRMING CHRISTIAN
UNIVERSITY Clara O’Brien, Kiana Clay, Emi Ichimura (Seattle Pacific University)

THE PSYCHOLOGY OF PROTEST: ACTIVISM INVOLVEMENT AND
BURNOUT Tara Shelby & Keyera Gaulden (Seattle Pacific University)

PAPER SESSION

12:00 PM - 01:00 PM Meeting Room 2

CLINICAL PSYCHOLOGY

Chair: Scott McIntyre (Arizona State University)

12:02 MEASURING DEPRESSION BY DURATION OF SYMPTOMS
COMPARED TO BDI SUBJECTIVE RANKINGS
Scott McIntyre (Arizona State University)

12:16 RELIGIOUS COPING AS A MODERATOR OF THE ACES AND
NEGATIVE MARITAL QUALITY RELATIONSHIP (**AWARD WINNER**)
Rosalva Mejia, Raine Triplett, Kiyana Eshai, Kelly Morton (Loma Linda University)

12:30 COLLECTING TRAUMA HISTORY IN LATINX CLIENTS: A
THERAPY REVIEW INVESTIGATION OF THE ADVERSE CHILDHOOD
EXPERIENCES QUESTIONNAIRE
Montserrat Gil De Cosio, Kathryn Yoshida (Alliant International University-
California School of Professional Psychology)

12:44 FREQUENCY OF GOSSIPING IN ROMANTIC RELATIONSHIPS:
ASSOCIATIONS WITH DYAD GENDER AND RELATIONSHIP QUALITY
Chandler Spahr, Megan L. Robbins (University of California, Riverside)

PSI CHI GRADUATE SCHOOL SESSION

12:15PM - 1:45PM Raincross B&E

GETTING INTO GRADUATE SCHOOL: FROM APPLICATION TO THRIVING

Reply

¹Brittany Avila, ²Jaclyn Siegel, ³C. Nathalie Yuen, ⁴Desiree Young (¹University of Nevada, Reno, ²San Diego State University, ³The Evergreen State College, ⁴Chapman University)

An expert panel of graduate students, a post-doc, and a professor help guide you through applying to graduate school. We'll help you understand the process, provide tips and tricks, and how to navigate the application process amid changes from COVID-19. We'll also discuss how to thrive before and during graduate school including looking into utilizing social media to your advantage, how to set boundaries and protect yourself from burnout, and how to thrive academically. Following short presentations from each panelist, we'll reserve time specifically for questions from the audience to answer your concerns about applying to graduate school in psychology.

TEACHING TAKEOUTS PT@CC AND CABC

12:00 PM - 01:30 PM Meeting Room 4

TEACHING TAKEOUTS

¹Erica Kleinknecht, ²Eric Kim, ³Inna Kanevsky (¹Pacific University Oregon, ²Lane Community College, ³San Diego Mesa College)

This popular annual session offers cutting-edge teaching ideas, engaging activities, and provocative demonstrations you can “take out” for immediate use in your classroom

Session 1: Making Metacognition Work: The Power of a Weekly MSR Log (Erica Kleinknecht, Ph.D., Pacific University)

How can we increase our students' knowledge and skills about academic achievement? Metacognition can be a power tool for learning and achievement, but few students know what it is – much less how to make it work for them. Just teaching

them *about* metacognition is not enough to change their behavior; rather students need regular opportunities to practice this skill. In this session I will share my weekly MSR-Log assignment, which teaches students how to make metacognition work for them. I'll include background to assignment development (e.g., definitions, dos and don'ts, situations where metacognition work might backfire), evidence of the assignment's effectiveness, and more, so you can utilize this powerful tool as is or easily adapt it to your own needs.

Session 2: Video Clips for Engaging Introductory Psychology (Eric Kim, Lane Community College)

Abstract: I will show examples of videos from the internet (and some clipped from elsewhere) that demonstrate psychological concepts in action. In the second half of my session, we will break into groups to meet and share with your colleagues examples they have experienced to teach psychology. A collective list of video examples will be at <https://media.lanecollege.edu/users/kime/videoclips.html>

Session 3: Something old, something new: Exploring the modern concept of “gaslighting” with old movie clips (Inna Kanevsky, San Diego Mesa College)

We teach students that autobiographical memory is known to be a constant work in progress, but the social media teaches them that anyone who contradicts their recollection is “gaslighting” them. What really is “gaslighting,” and how is it different from typical memory processes and issues? This activity is an engaging way to understand memory better, and to learn to apply this understanding in real world interactions.

DISTINGUISHED SPEAKER

12:15 PM - 01:15 PM Exhibition Hall D - Continuing Education Available

BEAUTY AND VALOR: DIVERSE YOUNG CHILDREN'S ADOPTION OF GENDERED VALUES

May Ling Halim (California State University, Long Beach)

Chair: Christopher Warren (California State University, Long Beach)

Gender is often one of the earliest social identities children develop. Cognitive theories of gender development propose that as children first construct information

on what gender means, they are motivated to strictly adhere to gender norms. In this talk, I will describe how, in forming a fledgling gender identity, many young children, and especially girls, go through a phase of “appearance rigidity,” where they strongly insist on wearing gender-stereotypical clothing. Next, I will describe investigations as to whether many children not only deeply care about looking feminine or masculine, but whether children also begin to value looking beautiful or being strong. I will discuss children’s sensitivity to princess and superhero media, as well as potential implications for mental and physical health outcomes later in the lifespan. Importantly, these studies have included Latiné-, Asian-, Black-American and multiethnic children within the U.S., as well as children from Hong Kong and Korea.

Biography

Dr. May Ling Halim is an Associate Professor of Psychology at California State University, Long Beach (CSULB). Dr. Halim completed her Ph.D. at New York University. Her research spans two broad areas. The first aims to understand the development of intergroup attitudes among children of different cultures. The second investigates the expression of gender identity among young children. Dr. Halim has won numerous awards and grants to support this work, such as from the National Science Foundation and the American Psychological Foundation. Her research papers have been published in national academic journals such as *Child Development*, *Developmental Psychology*, and *Child Development Perspectives*. Her work has also been featured in the popular media such as on NBC Think, NPR and in *Psychology Today*. She has also shared implications of her research as the Society for Research on Child Development (SRCD) representative at the National Institute of the Teaching of Psychology and as a consultant for an SRCD amicus brief with the ACLU. Dr. Halim also serves her field of developmental psychology as an editorial board member or consulting editor for *Child Development*, *Sex Roles*, and the *Journal of Cognition and Development*.

DISTINGUISHED SPEAKER

12:30 PM - 01:30 PM Ballroom - Continuing Education Available

ANXIETY IN PREGNANCY: HEALTH EFFECTS, BIOLOGICAL MECHANISMS AND CULTURAL PROCESSES

¹Chris Dunkel Schetter, ²Isabel F Ramos Almeida (¹University of California, Los Angeles, ²Univeristy of California, Irvine)

In this presentation, we will define pregnancy anxiety and provide an overview of a program of research on its adverse effects at birth, in postpartum, and for offspring. We will present evidence on the biological mechanisms linking anxiety in pregnancy to the timing of birth and other maternal and child outcomes, along with psychosocial and cultural moderators of these effects. In particular, Latinas living in the U.S. have been studied by our team to determine if they are more likely to be anxious in pregnancy than non-Hispanic White women (controlling for confounding factors), and what the sources of anxiety may be. We will identify some cultural factors to consider in the context of Latina mental health in pregnancy, and conclude with emerging evidence regarding screening for pregnancy anxiety in prenatal clinics and possible intervention opportunities.

Biographies

Chris Dunkel Schetter is a Distinguished Professor of Psychology and Psychiatry at UCLA. She received her Ph.D. in Psychology from Northwestern University and did postdoctoral training at UC Berkeley with Professor Richard Lazarus. Her research expertise is in stress, coping, social support and resilience in various health and mental health contexts. She directs the Stress Processes in Pregnancy lab at UCLA studying the effects of stress and anxiety experienced by pregnant women of diverse race and ethnicity on preterm birth, low birthweight, and developmental outcomes in offspring, on biopsychosocial mechanisms, and cultural and socioeconomic moderators in maternal health. While grounded in psychology, this collaborative program of research integrates across disciplines such as public health, medicine, and biological and social sciences, and is team science.

Isabel F. Ramos Almeida is an Assistant Professor in the Department of Chicano/Latino Studies at the University of California, Irvine, with an appointment in the Department of Psychological Science. She received her B.A. in psychology from the University of California, Riverside and her Ph.D. in Health Psychology from the University of California, Los Angeles. Prior to beginning her faculty appointment, she was a Chancellor's Postdoctoral Fellow at the University of California, Irvine. Dr. Ramos Almeida's program of research explores how biological, psychological, and cultural factors interact to influence women's reproductive health, with a focus on perinatal processes in Latinas. She directs the Latina Perinatal Health Lab at UCI to investigate how cultural factors influence prenatal emotional health, and the biological pathways linking emotional health to birth outcomes. Her research uses both quantitative and qualitative methods to address theory-driven research questions and spans various areas of psychology and other disciplines, including the social sciences, public health, anthropology, and medicine.

POSTER SESSION 14

12:30 PM - 01:45 PM Exhibition Hall A/B

STRESS, ANXIETY, AND DEPRESSION

14-1 SCREAM AND SHOUT: THE EFFECTS OF SCREAMING ON REDUCING STRESS LEVELS IN COLLEGE STUDENTS

Aleeza West (University of California, Los Angeles)

14-2 NEED FOR SOLITUDE, ACADEMIC SELF-EFFICACY, AND GENDER DIFFERENCES IN OVERCOMMITTED COLLEGE STUDENTS

Wen-Chi Chen, Eric Forrest, Po-Sen Chu (Western New Mexico University)

14-3 LIFETIME EXPERIENCES OF ABLEIST MICROAGGRESSIONS AND PSYCHOLOGICAL SYMPTOMS AMONG ADULTS WITH DISABILITIES

¹Dylan Serpas, ²Montserrat Martinez, ³Mariya D. Malone, ²Constanze Baal, ²Ashley Lopez, ²Maeva Laflamme, ³Daniel Andre Ignacio, ²Barbara Cherry (¹University of South Florida, ²California State University, Fullerton, ³St. Jude Brain Injury Network)

14-4 A “BOTH/AND” APPROACH TO COPING WITH STRESS: TRENDS AND PREDICTORS OF ADAPTIVE COPING STRATEGIES AND RELIANCE ON SUBSTANCES AMONG COLLEGE STUDENTS

Eva Grenawalt (University of Puget Sound)

14-5 FOOD RESTRICTION AND STRESS: A RAT MODEL OF HOW RESTRICTED FOOD INTAKE AFFECTS STRESS RESILIENCY

Alonso Olvera-Gonzalez (Occidental College)

14-6 SLEEP AND EXPERIENCES OF STRESS ON COLLEGE CAMPUSES: ANALYZING THE EFFECT OF A SLEEP WELLNESS WORKSHOP

Tristan Martin (Bellevue College)

14-7 FEATHERED FRIENDS: THE POSITIVE EFFECTS OF OWNING A COMPANION BIRD

Nicole Lea (Dominican University of California)

14-8 ADVERSE CHILDHOOD EXPERIENCES (ACES) ARE ASSOCIATED WITH ATTACHMENT-RELATED ANXIETY AND AVOIDANCE

Peter Nguyen, Erika Morozumi, Luci Martin (University of La Verne)

14-9 THE CORRELATION OF ANXIETY AND POOR SLEEP IN COLLEGE STUDENTS: A STUDY

Natasha Glenn, Sabada Saber (Bellevue College)

14-10 ARE VIDEO GAMES CONTRIBUTING TO A RISE IN SOCIAL ANXIETY

Aaron Schardein (Crafton hills college)

14-11 IMPLEMENTATION OUTCOMES OF A LIVE ONLINE MINDFULNESS BASED STRESS REDUCTION INTERVENTION FOR COMMUNITY HEALTH WORKERS

Diana Marin, Dina Bashoura, Christopher Blank, Maya Boustani (Loma Linda University)

14-12 TIRED OF ZOOM? COMPARING EXHAUSTION AND FATIGUE BETWEEN ONLINE AND IN-PERSON MEETINGS

Laila Al Juburi, Miguel Garcia, Valeria Gutierrez, Shiyu Zhong, Alexandra Morrison (California State University, Sacramento)

14-13 HOW HEART RATE VARIABILITY REFLECTS EMOTIONAL AND ATTENTIONAL REGULATION

Britney Mejia, Vanessa Ramirez, Sage Real, Beatrice de Oca (California State University, Channel Islands)

14-14 PROMOTING WELL-BEING DURING UNCERTAIN WAITING PERIODS: COMPARING THE BENEFITS OF STATE FLOW AND MINDFULNESS

¹Katherine Critchfield, ²Kyla Rankin, ³Kate Sweeny (¹Riverside City College/Moreno Valley City College, ²Moreno Valley College, ³University of California, Riverside)

14-15 MATH ANXIETY EFFECTS ON PERFORMANCE ARE MEDIATED BY WORKING MEMORY, SELF CONCEPT, AND CHOKING

Samantha Chiu, Diego Martinez Martinez, Susan Beers (California State University, Channel Islands)

14-16 EVALUATING CONSUMER EXPERIENCE OF THE INTEGRATION OF A DIGITAL MENTAL HEALTH APPLICATION AT A LOCAL HEALTHCARE CLINIC

¹Judith Borghouts, ¹Alan Dominguez, ¹Eric Huynh, ¹Daniel Mansour, ¹Biblia Cha, ¹Xin

Zhao, ²Elizabeth Eike, ¹Stephen M. Schueller, ¹Margaret Schneider, ¹Nicole Stadnick, ¹Kai Zheng, ¹Dana Mukamel, ¹Dara Sorkin (¹University of California, Irvine, ²University of California, San Diego)

14-17 ANXIETY AND MENTAL HEALTHCARE MODALITY PREFERENCE IN COLLEGE STUDENTS

Annie Tong, Nicholas Brewster, Brianna Prieto, Tess Nguyen, Elizabeth Franco, Ambar Hernandez, Araceli Gonzalez (California State University, Long Beach)

14-18 SOCIOECONOMIC STATUS AND SLEEP QUALITY IN COMMUNITY COLLEGE STUDENTS

Hannah Palos, Andrew Trindle, Jennifer Parada (Bellevue College)

14-19 EXAMINING STRESS, SOCIOECONOMIC STATUS, AND COPING SKILLS IN COLLEGE STUDENTS

Lilly Hacsí (Pitzer College)

14-20 SELF-KINDNESS, MINDFULNESS, AND COMMON HUMANITY AS PROTECTIVE FACTORS AGAINST ANXIETY AS A RESULT OF SEXUAL MINORITY STRESS IN ADULTHOOD

Nora Rooney, Jade Greenberg (Whitman College)

14-21 EDUCATOR FATIGUE: REGIONAL FACTORS CONTRIBUTING TO TEACHER BURNOUT

Kayla Ngo (University of La Verne)

14-22 THE ROLE OF PATERNAL PSYCHOSOCIAL STRESS ON DHEA IN EARLY POSTPARTUM PRIMIPAROUS MOTHERS

¹Samantha Kinder, ¹Alexandra Aringer, ¹Joyce Kim, ¹Mohana Ghosh, ²Erin Henshaw, ¹Stacey Doan (¹Claremont McKenna College, ²Denison University)

14-23 EPISODIC FUTURE THINKING: THE RELATIONSHIP BETWEEN POSITIVITY BIAS, DEPRESSIVE SYMPTOMS, AND ANXIETY

Megan Morillas, Raed Shalan, Karl Oswald (California State University, Fresno)

14-24 ETHNICITY AS A MODERATOR BETWEEN MINDFULNESS AND VVI

Destiny Gilliland, Josh Murillo, Karissa Miller (California State University, Long Beach)

14-25 CHANGE MY MIND: THE ROLE OF SELF-COMPASSION MADE DURING STRESS

Olivia Whitmarsh, Lexy Luna, Leighann Chaffee (University of Washington, Tacoma)

14-26 IMPACTS OF GREEN SPACES ON MENTAL HEALTH

Kelsey Lee, Cheyenne Murphy, Ruchika Tirupachur, Cheryl Chancellor-Freeland (San Jose State University)

14-27 THE EFFECTS OF TYPE OF NEWS AND SOURCE RELIABILITY ON MOOD

Alfredo Casildo, Robert Randall (Pasadena City College)

14-28 POTENTIAL BENEFICIAL EFFECTS OF SLEEP WORKSHOPS ON STUDENTS: REDUCED STRESS LEVELS AND IMPROVED SLEEP QUALITY

Andra MacDonald (Bellevue College)

14-29 FATHERS' TIME SPENT WITH INFANTS AS A MODERATOR OF THE RELATIONSHIP BETWEEN FATHERS' ADULT ATTACHMENT STYLE AND FATHERS' PARENTAL STRESS

¹Leonardo Dominguez Ortega, ²Gabriel A. León, ³Darby Saxbe (¹Loyola Marymount University, ²University of Southern California)

14-30 FEELING GUILTY DURING LEISURE UNDERMINES ITS PROTECTIVE RELATIONSHIP WITH ANXIETY

Matthew Alvarez, Armin Hojjaty (University of California, Merced)

14-31 UNDERGRADUATE STUDENTS ASPIRING FOR GRADUATE SCHOOL: THE IMPACT OF SELF-REASSURANCE ON PERCEIVED STRESS

Stephanie Norris, Bret Jeskey, Sarah Arain, Adrian Rodriguez (California State University, Fullerton)

14-32 ANXIETY SENSITIVITY AS A PREDICTOR OF REJECTION SENSITIVITY

Joe Montgomery, Trevor Graham (Mt. San Antonio College)

14-33 BURNOUT IN STUDENTS VERSUS NON-STUDENTS

Alexandra Gutierrez (University of La Verne)

- 14-34 MENTAL IMAGERY AS SUPPORT FOR MOTOR, COGNITIVE AND SOCIAL COMPETENCY
Aliya Rutledge, Prim Prasertsri (Pacific University)
- 14-35 MATH ANXIETY AND THE ROLE OF PERCEIVED TASK DEMANDS
Michael Watson, Mackenzie Morrow, Susan Beers (California State University, Channel Islands)
- 14-36 RESIDUAL FEELINGS OF BURNOUT ON HEALTHCARE WORKERS
Alexandra Gutierrez (University of La Verne)
- 14-37 THE RELATIONSHIP BETWEEN BURNOUT AND RESILIENCE
Alexandra Gutierrez (University of La Verne)
- 14-38 EDUCATOR BURNOUT WITHIN INSTITUTIONS
Alexandra Gutierrez (University of La Verne)
- 14-39 STUDENT ISSUES AND THE EFFECTS ON EDUCATORS
Alexandra Gutierrez (University of La Verne)
- 14-40 HOW EMOTIONAL STRESS BEFORE AND AFTER THE COVID-19 PANDEMIC AFFECTS PROCRASTINATION
Harmony Hendy (Woodbury University)
- 14-41 EXAMINING THE RELATIONSHIP BETWEEN RESILIENCY AND LENGTH OF TIME IN CURRENT OCCUPATIONS
Kai Smith (University of La Verne)
- 14-42 ACADEMIC STRESS, SELF-EFFICACY, AND COPING STRATEGIES AMONG UNDERGRADUATE STUDENTS
Nadia Maldonado, Lauren Dial (California State University, Fresno)
- 14-43 THE EFFICACY OF A SLEEP-BASED INTERVENTION FOR STRESS AND ANXIETY IN STUDENTS.
Justin Lee (Bellevue College)
- 14-44 PRE- AND POST-COVID 19: THE ASSOCIATION BETWEEN COLLEGE STUDENT STRESS, PHYSICAL ACTIVITY, BODY IMAGE, AND CELLPHONE USE
Brian Kim, Brenda Jimenez, Emily Cheng (California State University, Fullerton)

14-45 QUALITATIVE ANALYSIS ON UNDERGRADUATE STUDENT'S MENTAL HEALTH (STRESS & ANXIETY) IN RELATION TO THEIR MULTITUDE OF ACADEMIC AND OUTSIDE RESPONSIBILITIES

Sadaba Saber (Bellevue College)

14-46 METAPHORS IMPACT ON FIRST-GENERATION COLLEGE STUDENTS EXPERIENCING IMPOSTER SYNDROME

Kimberly Farias, Linda Cameron (University of California, Merced)

14-47 SOCIOECONOMIC STATUS AND COLLEGE STRESSORS AMONG LATINX FIRST-GENERATION COLLEGE STUDENTS

Imalay Rivera, Stacy Morris, Manpreet Dhillon Brar, Sarina Saucedo (California State University, San Bernardino)

14-48 SUGAR, STRIFE, AND THINKING TWICE: METACOGNITIVE GUIDANCE IN MODERATING STRESS RELATED CHOICE OF SUGAR-SWEETENED BEVERAGES

Lexy Luna, Olivia Whitmarsh (University of Washington, Tacoma)

14-49 THE DUNNING-KRUGER EFFECT IN A DEPRESSED ADOLESCENT POPULATION

¹Krissy Smith, ²Isabel Munoz, ³Raymundo Cervantes, ⁴Ana Paula Quinones, ⁵Diana Marina Reyes Maqueda, ⁶David Hardy, ⁷Alberto L. Fernández, ³Daniel Walter Lopez-Hernandez (¹California State University, Dominguez Hills, ²California State University, Northridge, ³Los Angeles Biomedical Research Institute, ⁴Tecnológico de Monterrey, Monterrey, Nuevo Leon, Mexico, ⁵Tecnologico de Monterrey, Loyola Marymount University, ⁷Universidad Católica de Córdoba)

14-50 DEPRESSION AND FUTURE OFFENDING IN JUVENILES: SEARCH FOR THE MISSING LINK

Ngoc Catherine Hong Dinh, Flynn McGrath, Manar Dawood, Colleen Brown, Elizabeth Cauffman (University of California, Irvine)

14-51 EFFECTS OF DEPRESSION ON MEXICANS COGNITION

¹Raymundo Cervantes, ²Maríam Gómez Curiel, ³Adriana Cuello, ⁴Ana Paula Quinones, ⁵Diana Marina Reyes Maqueda, ⁶Daniel Walter Lopez-Hernandez (¹California State University, Dominguez Hills, ²Instituto Tecnológico y de Estudios Superiores de Monterrey, ³The Linguist Insititute, ⁴Tecnológico de Monterrey, Monterrey, Nuevo Leon, Mexico, ⁵Instituto Tecnológico y de Estudios Superiores de Monterrey, ⁶Los Angeles Biomedical Research Institute)

14-52 LONGITUDINAL, BIDIRECTIONAL RELATIONSHIPS BETWEEN DEPRESSIVE SYMPTOMS AND MALADAPTIVE EATING BEHAVIORS IN YOUNG ADULthood DURING THE COVID-19 PANDEMIC

(AWARD WINNER)

Kailey Waller, H. Isabella Lanza (California State University, Long Beach)

14-53 DAILY ASSOCIATIONS BETWEEN PHYSICAL ACTIVITY, DEPRESSED AFFECT, AND RELATIONSHIP SATISFACTION IN MIDDLE-AGED COUPLES

Holly Smith, Kai He, Joshua Kelly, Masa Shah, Kristina Post (University of La Verne)

14-54 ASSOCIATIONS BETWEEN LATE-LIFE DEPRESSION AND BRAIN-DERIVED NEUROTROPHIC FACTOR: A SYSTEMATIC REVIEW

Hannah Marx, Claudia Jacova (Pacific University)

14-55 THE EFFECT OF PETS ON STUDENT'S DEPRESSION AND STRESS LEVELS

Ayla-Lynnette Smallwood, Diane Pfahler, Aaron Schardein (Crafton Hills College)

14-56 THINK ABOUT SLEEP, NOT SUICIDE: A STUDY ON THE RELATIONSHIP AMONG SLEEP, DEPRESSION, AND SUICIDE

Davianna Moran (California State Polytechnic University, Pomona)

14-57 THINSPIRATION: A STUDY ON THE EMOTIONAL EFFECTS OF EATING DISORDERS

Alejandra Marin, Johanna Liang (California State Polytechnic University, Pomona)

14-58 THE RELATIONSHIP BETWEEN FRUIT AND VEGETABLE CONSUMPTION AND DEPRESSION

Athena Katerelos (Crafton Hills College)

SYMPOSIUM

12:45 PM - 02:00 PM Raincross Ballroom C&F

EMERGING ADULthood MEASURED AT MULTIPLE INSTITUTIONS: AN EVOLVING PROJECT WITH CONTINUING CONTRIBUTIONS

Chair: Jon Grahe (Pacific Lutheran University)

Emerging Adulthood reflects the period of time when individuals transition into adulthood. While the study of Emerging Adulthood occurs across the world, instances of cross-cultural measurement are rare or limited to a few cultural groups. The Emerging Adulthood Measured at Multiple Institutions (EAMMi) systematically evaluates these adulthood transition questions across locations. The first two installments included mostly US residents, but the ongoing EAMMi₃ includes researchers from over 20 countries. The first EAMMi resulted in 10 empirical papers and the EAMMi₂ has generated 8 empirical papers so far. Moreover, the data set has been used as a teaching tool in undergraduate and graduate statistics courses. The Markers of Adulthood Scale (Arnett, 2000) is a standard measure of adulthood and included on each EAMMi survey. The empirical talks in this symposium present applications, novel scoring, and updates to the Markers of Adulthood Scale. These are followed by a talk offering a historical review of the project including a summary of findings so far along with planned future directions.

USING THE MARKERS OF ADULTHOOD QUESTIONNAIRE TO
MEASURE ADULTHOOD STATUS Angela de Dios (Cypress College)

EXPERIENCING ADULTHOOD TRANSITIONS AT 2-YEAR VERSUS
4-YEAR INSTITUTIONS Shelly Sadek McCoy/ (La Sierra University)

REVISING AND IMPROVING THE MARKERS OF ADULTHOOD
SCALE Seungyeon Lee (University of Central Arkansas)

EMERGING ADULTHOOD MEASURED AT MULTIPLE INSTITUTIONS:
LESSONS LEARNED AND RECOMMENDED USES Jon Grahe (Pacific
Lutheran University)

DISTINGUISHED SPEAKER

01:30 PM - 02:30 PM Exhibition Hall C - Continuing Education Available

THE THEORY OF TRIANGULATED STUDENT SUCCESS
Bonnie Green (National Science Foundation)

Chair: Holly Morrell (Loma Linda University)

In understanding success for individuals coming from vulnerable or oppressed backgrounds, the field of psychology offers research findings and insights for the creation of solutions be it at the intervention, policy, or practical level. To address the

needs of individuals from vulnerable and oppressed backgrounds requires a three-pronged approach: addressing scarcity needs, improving organizational structures and functions, and optimizing attitudes, behaviors and cognitive processes. During this presentation, the larger, triangulated theoretical framework undergirding WPA 2021 EARLY RESEARCH AWARD ADDRESS research will be discussed. Also discussed will be the role of knowledge mobilization and how psychologists can leverage their expertise to seek funding for formalized study in improvement and change in assuring success for all.

Biography

Bonnie A Green, Ph.D. (Lehigh, 2002) is an experimental psychologist who specializing in research on success particularly as it relates to academic achievement and reducing recidivism. Through the application of cognitive development, psychometrics, and mathematical modeling, Bon is seeking ways to improve educational access, achievement, and success particularly for individuals coming from vulnerable or oppressed backgrounds.

Dr. Green holds the rank of Professor of Psychology at East Stroudsburg University of Pennsylvania, is the Chief Scientific Officer of Illumin Analytics, a data science company, and is currently serving as a rotating program officer at the National Science Foundation under Education and Human Resources' Division of Undergraduate Education. The author of numerous books on statistics and psychometrics, with over \$5 million dollars in grants, Bon is a fellow and the past-president of the Eastern Psychological Association.

PSI CHI PROGRAM

01:30 PM - 03:00 PM Meeting Room 8/9/10

PSI CHI MENTORSHIP #2 SPEED MENTORING WITH CLINICAL PSYCHOLOGY GRADUATE STUDENTS

Chair: Louise Chim (University of Victoria)

Are you an undergraduate student who is interested in attending a clinical psychology graduate program (MA, Ph.D., PsyD)? Want to learn more about the application process and the graduate school experience? The Psi Chi chapter of Palo Alto University would like to invite you to our Speed Mentoring Session with Clinical Psychology graduate students. If you've ever wanted to sit down with a clinical psychology graduate student and pick their brain about graduate school, research,

and clinical training, then this event is for you! Come meet Psi Chi members who are advanced clinical psychology graduate students. They will share their graduate school experiences and answer questions in small groups of 4 to 5 undergraduate students for 10-minute intervals. After 10 minutes, students will rotate to another Psi Chi member. This format will allow for about 5 rotations so that undergraduate students can meet with several graduate students. Please [click here to register!](#)

We only have space for 30 lucky undergraduate students, so try to sign up sooner rather than later! Thanks for your time, and we look forward to meeting you then.

PT@CC AND CABB PROGRAM

01:45 PM - 02:45 PM Meeting Room 4

MEANINGFUL SUMMER INTERNSHIPS AND RESEARCH
OPPORTUNITIES FOR UNDERGRADUATE STUDENTS IN PSYCHOLOGY
Jaye Van Kirk, Justin Estep (San Diego Mesa College)

Gain a Competitive Edge with Internships and Research (Jaye Van Kirk, San Diego Mesa College)

Psychology majors acquire a wonderful breadth of skills from their undergraduate coursework to prepare them for the 21st century workforce and graduate school. Armed with desirable skills, Psychology majors have an amazing breadth of career options in diverse job sectors: health, business, education, entertainment, sports and many more. Is it enough? The workforce is changing at a rapid pace and this session will bring you up to date on how faculty and students can best prepare for current workforce trends. This session will highlight the importance of internships in providing direct experience that employers expect and developing skill sets that employers value. Opportunities acquired through summer research programs are also valuable to Psychology majors who seek to explore their research interests, advance their research skills and receive formal mentorship. These high impact extracurricular experiences provide students with a competitive edge for their future.

Finding and Creating Research Opportunities for Students (Justin Estep, San Diego Mesa College)

Research is a critical component of an education in psychology with far-reaching benefits for students, but research opportunities are sometimes limited. This

session focuses on finding new and unknown opportunities for research offered through other institutions and organizations like Psi Beta as well as ideas for creating opportunities when necessary. Topics include opportunities for undergraduate students to conduct, present, and publish research, challenges, and tips. The benefits for students (awards, additional research opportunities, creating a community) will also be discussed.

2022 EARLY RESEARCH AWARD ADDRESS

01:45 PM - 02:45 PM Ballroom

Chair: J. Kris Leppien-Christensen (Saddleback College)

GIVING AND RECEIVING CARE: NEUROBIOLOGICAL MECHANISMS OF SOCIAL CONNECTION

Tristen Inagaki (San Diego State University)

Social connection—the affectively pleasant experience of being close to and bonded with others—is necessary for normal function, health, and well-being throughout life. Still, understanding of social connection is incomplete in important ways. First, knowledge about receiving care comes largely from studies on interactions during threatening, stressful times. Missing is an understanding of the arguably more frequent part of human experience when people connect with one another in the absence of threatening events. Second, there is an implicit assumption that the benefits of social connection come from care that is received. However, it is also possible that giving to others contributes to social and physical well-being in meaningful ways. In the current talk, I highlight a select set of studies that focus on how giving and receiving care to our closest loved ones is good for our relationships and health. Emphasis is placed on mind-body influences using neuroimaging, pharmacology, and psychophysiological techniques to further understanding of why connecting with others is a basic need.

Biography:

Dr. Tristen Inagaki is an Assistant Professor in the Department of Psychology at San Diego State University, a mentor in the SDSU-UCSD Joint Doctoral Program in Clinical Psychology, and director of the Social-Health and Affective Neuroscience Lab. Before moving to San Diego, she served as an Assistant Professor in the biological-health and social areas at the University of Pittsburgh, and earned her Ph.D. in Social Psychology at UCLA in 2014. Her research focuses on neurobiological

mechanisms linking experiences of social connection and disconnection with health, with funding provided by the Brain & Behavior Research Foundation, NIH, and the National Science Foundation. In 2017 she was named a Rising Star by APS. Tristen has published over 40 peer-reviewed research articles in journals such as Psychological Science, Annals of the New York Academy of Sciences, Brain, Behavior, and Immunity, Proceedings of the National Academy of Sciences, and Social Cognitive and Affective Science. She is currently an Associate Editor at Emotion, a Consulting Editor at Health Psychology, and an Early Career Editorial Board Member at Psychosomatic Medicine. She is most proud to be the current or past mentor to 45 students and staff – nearly all of whom remain in research and research-related positions.

PAPER SESSION

01:45 PM - 03:00 PM Meeting Room 2

SOCIAL AND PERSONALITY PROCESSES II

Chair: Nancy Segal (California State University, Fullerton)

TWIN STUDY OF TACIT COORDINATION: MIND MEETING MIND

Nancy Segal, Elizabeth Pratt-Thompson, William Marelich (California State University, Fullerton)

THE INFLUENCE OF GROUP NORMS AND AFFECTIVE POLARIZATION ON IDEOLOGY

Yrian Derreumaux (University of California, Riverside)

DESCRIBING THE INCONSISTENCIES IN CHILDREN'S EXPERIENCES IN THEIR HEAD START AND KINDERGARTEN CLASSROOMS

Cristin McDonough, Eli Labinger, Jaiya Choles, Karlyn Adams-Wiggins, Andrew Mashburn (Portland State University)

NEW PARADIGMS IN MARITAL OUTCOMES

¹Teresa Nguyen, ²Hannah Brownlee, ³Thomas Bradbury (¹Sonoma State University, ²University of Delaware, ³University of California, Los Angeles)

PARENTAL AND ACADEMIC STRAIN: EXPLORING THE EXPERIENCES OF PARENTING STUDENTS SELF AND SOCIAL PERCEPTION

Josh Murillo, Annie Tong, Jillian Mueller-Dombois (California State University, Long Beach)

POSTER SESSION 15

02:00 PM - 03:15 PM Exhibition Hall A/B

BRAIN FUNCTION, PSYCHOPATHOLOGY, SUBSTANCE USE AND ATTENTION

15-1 UNTANGLING MONORACIAL/ETHNIC DISCRIMINATION: DIFFERENTIAL ASSOCIATIONS WITH HAZARDOUS DRINKING RISK IN BIRACIAL PEOPLE

Stephanie Garcia, James Garcia, Kayla Nakayama (California State University, Fullerton)

15-2 DIFFERENTIAL EFFECTS OF TRAUMA TYPES ON NONFATAL OVERDOSES

Ekatrina Piskunov (Simon Fraser University)

15-3 IMPACT OF ACCULTURATIVE STRESS ON SUBSTANCE ABUSE OF LATINX COLLEGE STUDENTS: CULTURAL VALUES AND ETHNIC-RACIAL IDENTITY AS MODERATORS

Krithika Sivaramakrishnan, Brittany Heuchert, Tania Jimenez, Rosa Toro (California State University, Fresno)

15-4 ADVERSE CHILDHOOD EXPERIENCES AND SUBSTANCE USE IN ADULthood: A META-ANALYSIS

Ernest Maurer (California Lutheran University)

15-5 THE EMOTIONAL RESPONSE TOWARDS SEXUAL ASSAULT VICTIMS WHEN ALCOHOL IS INVOLVED

Jill Morris, Brianna Beesley, Elise Farrell, Dallin Loosli, Taylor Dougherty, Robert Butler (Eastern Oregon University)

15-6 CHANGES IN STATE MEDICAL CANNABIS PROGRAM REGISTRATION AND IN DAILY MEDICAL CANNABIS SALES IN ARIZONA FROM 2018-2021

Benjamin Roman, Eve Barton, Savannah Poling, Madeline Meier (Arizona State University)

15-7 PATHWAYS BETWEEN CHILDHOOD MALTREATMENT, EXECUTIVE FUNCTION, AND DATING CONFLICT IN PRENATALLY

COCAINE-EXPOSED YOUNG ADULTS

¹Ellen Martin, ¹Edoardo Modanesi, ²Keren Lebrón Ramos, ¹Ryan Campbell, ¹Carla Stover (¹Yale University, ²Wesleyan University)

15-8 EXPOSURE TO ILLICIT SUBSTANCES OF ABUSE, IMPULSIVITY, AND RISK-TAKING IN ABSTINENT COLLEGE STUDENTS: A CLUSTER ANALYSIS

Isabella Avalos, Ethan Bennett, Patrick Johnson (California State University, Chico)

15-9 USING DRUGS TO COPE: A MEDIATION MODEL OF RACIAL MICROAGGRESSIONS, SUBSTANCE USE AND MENTAL HEALTH

Aldo Barrita, Richard Chang, Michael Razon, Alana Bayless, Yajaira Rodriguez, Tania Rose, Gloria Wong-Padoongpatt (University of Nevada, Las Vegas)

15-10 DO WE HAVE A PROBLEM? THE IMPACT OF VISUAL MEDIA ON REDUCING STIGMATIZED ATTITUDES OF SUBSTANCE ABUSE

Lauren Michael (Woodbury University)

15-11 ASSOCIATION BETWEEN AGE OF E-CIGARETTE USE INITIATION, ATTITUDES TOWARD E-CIGARETTES, AND CANNABIS USE

Patricia Cabral, Lily Steck, Niccolo Bartone, Kellen Radtkey (Occidental College)

15-12 DISTRESS SYMPTOMS AND DRINKING IN COLLEGE STUDENTS: ANXIETY AS A CORRELATE OF ALCOHOL CONSUMPTION AMONG WOMEN

¹Oscar Torres, ²Justin Estep, ²Mary Gwin, ³Nicholas Aramovich (¹Mesa College, ²San Diego Mesa College, ³California School of Professional Psychology)

15-13 ENVY AND COPING STRATEGIES ASSOCIATED WITH NARCISSISM AND TENDENCY FOR INTERPERSONAL VICTIMHOOD TRAITS

Wen-Chi Chen, Po-Sen Chu, Eric Forrest (Western New Mexico University)

15-14 THE RELATIONSHIP BETWEEN CHILDHOOD MALTREATMENT AND A WOMAN'S DESIRE TO HAVE CHILDREN

Tayah Simpson, Ian Madfes (Dominican University of California)

15-15 EFFECTS OF GROUP PSYCHOTHERAPY FOR NONSUICIDAL SELF-INJURY: A META-ANALYSIS

¹Sara Masland, ²Ellen Finch, ¹Sophie Schnell (¹Pomona College, ²Harvard University)

15-16 IMPAIRMENTS IN SOCIAL FUNCTIONING ARE PREDICTED BY CANNABIS USE AND SCHIZOTYPY

Haylie DeMercy, Colleen Brenner, Holly Morrell (Loma Linda University)

15-17 BEHIND THE SCENES OF DARK TRIAD TRAITS: A STUDY OF NEUROCOGNITION AND EMOTIONAL PROCESSING

Dylan Vega, John Duran, Kimmy Kee-Rose (California State University, Channel Islands)

15-18 AN EXPLORATION OF RISKS, COMORBIDITIES, AND FUNCTIONAL CONSEQUENCES OF DAILY INTERNET GAMING

¹Charlotte Beard, ²Robert Wickham, ¹Amie Haas, ¹Ricardo F. Muñoz, ¹Kayla Hernandez (¹Palo Alto University, ²Northern Arizona University)

15-19 SOCIAL SUPPORT FROM A SIGNIFICANT-OTHER MITIGATES REPEATED LIFETIME SUICIDE ATTEMPTS AMONG SEXUAL ORIENTATION MINORITIES

Anastasia Poponina, Sarah Stevens, DeWayne Williams (University of California, Irvine)

15-20 THE IMPACT OF SOCIAL EXCLUSION ON PSYCHOLOGICAL NEEDS IN RELATION TO POSITIVE SCHIZOTYPY

Mary Danaher, Jennifer Betancourt, Madeline Snyder, Elizabeth Martin (University of California, Irvine)

15-21 FROM CHILDHOOD ADVERSITY TO INTIMATE-PARTNER VIOLENCE: THE ROLE OF IMPULSIVITY

¹Edoardo Modanesi, ¹Ellen Martin, ¹Ryan Campbell, ²Keren Lebrón Ramos, ¹Carla Stover (¹Yale University, ²Wesleyan University)

15-22 ASSOCIATION BETWEEN REPETITIVE NEGATIVE THINKING AND COGNITIVE FUNCTIONS IN ADULTS WITH INTERNALIZING DISORDERS

¹Shirley Feng, ²Jessica Bomyea, ¹Edith Jimenez, ¹Nathalie Dugas (¹University of California, San Diego, ²San Diego VA Center of Excellence for Stress and Mental Health)

15-23 CHILDHOOD ADVERSE TRAUMA AND RISK OF EATING DISORDERS IN ADULTHOOD

Mona Afshar, Joseph Eagle (CSPP Alliant International University)

15-24 THE RELATIONSHIP BETWEEN BODY SATISFACTION, BODY APPRECIATION, AND THE CONSUMPTION OF CAFFEINE DRINKS
Mona Afshar, Kimbra Juarez, Lianne Praico (CSPP Alliant International University)

15-25 SEXUAL ORIENTATION, PSYCHOSIS-SPECTRUM SYMPTOMATOLOGY, AND THE ROLE OF SOCIETALLY DRIVEN FACTORS

¹Maksim Giljen, ¹Emily Petti, ¹Miranda Bridgwater, ¹Mia Villegas, ¹Karen Coronado, ¹Alison Boos, ²Lauren Ellman, ³Philip Corlett, ⁴Gregory Strauss, ⁵James Waltz, ⁶Steven Silverstein, ³Scott Woods, ⁷Elaine Walker, ³Albert Powers, ⁸James Gold, ⁹Vijay Mittal, ¹Jason Schiffman (¹University of California, Irvine, ²Temple University, ³Yale University, ⁴University of Georgia, ⁵Maryland Psychiatric Research Center, ⁶University of Rochester Medical Center, ⁷Emory University, ⁸Maryland Psychiatric Research Center, University of Maryland School of Medicine, ⁹Northwestern University)

15-26 EXPERIENCES OF VIOLENCE AND RACIAL DISCRIMINATION DURING PREGNANCY: ASSOCIATIONS WITH POSTPARTUM MENTAL HEALTH

¹Belen Guillen, ¹Denise Aguiluz, ¹Irene Tung, ²Alison Hipwell (¹California State University, Dominguez Hills, ²University of Pittsburgh)

15-27 GRANDIOSE VS. VULNERABLE NARCISSISM WITHIN INTIMATE PARTNER VIOLENCE

Milena Kren, Samantha Waters (California State University, Sacramento)

15-28 ASSOCIATIONS AMONG RACIALIZED IDENTITY, EXPERIENCES OF DISCRIMINATION, AND PSYCHOTIC-LIKE EXPERIENCES IN A COMMUNITY SAMPLE OF ADOLESCENTS AND YOUNG ADULTS

¹Emily Petti, ¹Miranda Bridgwater, ²Nicole Karcher, ¹Maksim Giljen, ³LeeAnn Akouri-Shan, ¹Alison Boos, ¹Apphia Freeman, ⁴Lauren Ellman, ⁵Vijay Mittal, ¹Jason Schiffman (¹University of California, Irvine, ²Washington University School of Medicine, ³University of Maryland, Baltimore County, ⁴Temple University, ⁵Northwestern University)

15-29 RACIALIZED IDENTITIES AND SELF-REPORTED PSYCHOSIS RISK SYMPTOMS: DIFFERENCES IN BARRIERS TO MENTAL HEALTH CARE

¹Miranda Bridgwater, ¹Emily Petti, ¹Maksim Giljen, ¹Madeline Snyder, ¹Alison Boos, ¹Rui Ma, ¹Bernardo Martinez, ²Nev Jones, ¹Elizabeth Martin, ¹Jason Schiffman (¹University of California, Irvine, ²University of Pittsburgh,)

15-30 PERCEIVED CORONAVIRUS THREAT AND MENTAL HEALTH: THE MODERATING ROLE OF EXPRESSIVE SUPPRESSION AND COGNITIVE REAPPRAISAL

Tanvi Krishnan, Alexandra Aringer, Stacey Doan (Claremont McKenna College)

15-31 A COMPARISON OF RESILIENCE AND PERSONALITY TRAITS AS PREDICTORS OF U.S. COLLEGE STUDENTS' PSYCHOSOCIAL DISTRESS DURING THE COVID-19 PANDEMIC

Jadyn Gomberg, Yuko Okado, Angelica Aguirre, Kennie Babasa (California State University, Fullerton)

15-32 ABERRANT RESTING-STATE FUNCTIONAL CONNECTIVITY IN INDIVIDUALS WITH ASD AND ADHD COMORBIDITY

Anna Riggs (Santa Clara University)

15-33 EXPLORING THE BACKFIRE EFFECT TO UNLICENSED NEGATION USING EVENT-RELATED POTENTIALS

Carlos Mendieta, Jacob Thomas, Michelle Tan, Kevin Autry (California State Polytechnic University, Pomona)

15-34 ADVERSE CHILDHOOD EXPERIENCES, HIPPOCAMPAL AND AMYGDALA VOLUME, AND POSTTRAUMATIC STRESS DISORDER

Allison Ranck, Nicole Talarico (California Lutheran University)

15-35 THE EFFECTS OF CONTEXT AND TASK ON ACTION UNDERSTANDING **(AWARD WINNER)**

McKenna Morgan, Jacob Tudor, Gabriel Hapke, Kendall Whitney, Connor Finlinson, Lawrence Behmer Jr. (Idaho State University)

15-36 IMPACT OF PTSD ON THE ASSOCIATION BETWEEN SUBJECTIVE COGNITIVE DECLINE AND TAU PET LEVELS IN OLDER VETERANS **(AWARD WINNER)**

¹Britney Luu, ²Monica Ly, ¹Peter Rantins, ³Alexandra Weigand, ⁴Alexandra Clark, ⁵Laura Crocker, ⁵Victoria Merritt, ⁶Katherine Bangen, ⁶Kelsey Thomas (¹San Diego State University, ²Department of Psychiatry University of California San Diego, ³San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, ⁴Department of Psychology, University of Texas at Austin, ⁵VA San Diego Healthcare System, ⁶University of California, San Diego)

15-37 VACCINE HESITANCY AS A FUNCTION OF FETAL ANDROGEN EXPOSURE

¹Nicholas Davis, ¹Rahul Bhat, ¹Beatrice Allen, ²Mischa Norton, ¹Carrera Grumling, ¹Steve Holloway (Arizona State University, West)

15-38 INFLUENCE OF AGING AND COGNITIVE LOAD ON ALPHA-BAND OSCILLATION

¹Heather Shipley, ¹Catherine Reed, ¹Chandlyr Denaro, ¹Alan Hartley, ¹Alison Harris, ¹Jasmin Joshi, ²Archa Dileep, ¹Julia Cruz, ¹Vineeth Kakani, ¹Ajinkya Rane, ¹Oluwatomi Oyedeki-Olaniyan, ¹Oscar Carranza (¹Claremont McKenna College, ²Scripps College)

15-39 EFFECTS OF MONOCULAR PRESENTATIONS AND BENEFITS OF TRANSCRANIAL DIRECT CURRENT STIMULATION (TDCS) OVER PREFRONTAL AREA ON A VISUAL DURATION DISCRIMINATION TASK PERFORMANCE.

Christophe Le Dantec, Elissa Luna, Katrina Yap, Elisaelena Enriquez, Silvana Albornoz, Gaoesther Lee, Akua Asamoah, Julia Estuita, Jasleen Dharni, Daniel Bazan (La Sierra University)

15-40 CLASSICAL CONDITIONING OF CAFFEINE IN A FAMILIAR ENVIRONMENT

Angela Hickman, Jonah Shepherd, Martin Shapiro (California State University, Fresno)

15-41 DOES SHARING THE WOMB WITH A MALE ALTER A FEMALE'S BRAIN? EFFECTS OF THE INTRA-UTERINE ENVIRONMENT ON DOPAMINE NEURONS

¹Nicholas Bronson, ¹Kayla Durand, ¹Betelhem Kefle, ¹Mark Pitzer, ²Charles Roselli (¹University of Portland, ²Oregon Health & Science University)

15-42 STUDENT SUCCESS AS A FUNCTION OF IN UTERO ANDROGEN EXPOSURE

Fatima Botello, Beatrice Allen, Mischa Norton, Rahul Bhat, Amelia Bermudez, Steve Holloway (Arizona State University, West)

15-43 HOW SPECIFIC SPORTS, GENDER, AND COACHING STYLES INFLUENCE THE DISTRIBUTION OF HANDEDNESS IN THE ATHLETIC POPULATION

Kaitlyn Matherly, Jill Citron (San Jose State University)

**15-44 CLASSICAL CONDITIONING AUTONOMIC RESPONSES TO
CAFFEINATED BEVERAGES**

Jonah Shepherd, Angela Hickman, Martin Shapiro (California State University, Fresno)

**15-45 EFFECT OF THE ECCENTRICITY AND DURATION OF
SIMULTANEOUS VISUAL STIMULI ON A PREFRONTAL EVENT-RELATED
COMPONENT IN A DURATION DISCRIMINATION TASK.**

Christophe Le Dantec, Elissa Luna, Katrina Yap, Gaoesther Lee, Silvana Albornoz, Elisaelena Enriquez, Akua Asamoah, Julia Estuita, Daniel Bazan (La Sierra University)

**15-46 EFFECT OF THE ECCENTRICITY ON EARLY EVENT-RELATED
POTENTIALS: EXPLORING OCCIPITAL COMPONENT C₁ IN A PASSIVE
PRESENTATION OF VISUAL STIMULI.**

Christophe Le Dantec, Katrina Yap (La Sierra University)

**15-47 LOCATION OF BRAIN INJURY, TIME SINCE INJURY, AND SEX'S
PREDICTION OF BEHAVIORAL CHANGES MEASURED BY THE
NEUROPSYCHOLOGY BEHAVIOR AND AFFECT PROFILE**

Jessica Golding, Trevor Murphy, Julia Librojo, Samar Saade Needham (California State University, Long Beach)

**15-48 DIFFERENCES BETWEEN SELF AND OTHER RESPONSES IN THE
NEUROPSYCHOLOGY BEHAVIOR AND AFFECT PROFILE (NBAP) BASED
ON TRAUMATIC BRAIN INJURY (TBI) SEVERITY LEVEL TO FURTHER
EXPLAIN OUTCOME BEHAVIOR: A MEDIATION ANALYSIS.**

Julianna Martin, Christian Carrillo, Samar Saade Needham, Josh Murillo (California State University, Long Beach)

**15-49 THE EFFECTS OF ETHNICITY AND HEAD INJURY SEVERITY ON
TRAUMATIC BRAIN INJURY OUTCOMES**

Jade McClinton, Zorah Smith, Samar Saade Needham (California State University, Long Beach)

**15-50 NEUROLOGICAL, PHYSIOLOGICAL, AND BEHAVIORAL
DIFFERENCES BETWEEN INDIVIDUALS OF DIFFERENT IDEOLOGIES
AND THEIR EFFECT ON WORSENING PARTISANSHIP**

Danyal Akhavan (Saddleback College)

15-51 INDIVIDUAL VARIABILITY IN SENSORIMOTOR MU
SUPPRESSION TO OBSERVATION OF HUMAN ACTIONS

¹Chandlyr Denaro, ¹Alison Harris, ¹Catherine Reed, ²Anya Fineman, ¹Irene Jun
(¹Claremont McKenna College, ²Pitzer College)

15-52 HEART RATE VARIABILITY, EXERCISE, AND HEART RATE: THE
INFLUENCE OF EMOTION REGULATION

Coralie Phanord, Cameron Wiley, Julian Thayer, DeWayne Williams (University of
California, Irvine)

15-53 THE INTERACTION BETWEEN SENSORY PROCESSING
SENSITIVITY, CHILDHOOD EXPERIENCE, AND THE BIG FIVE ON
ATTENTIONAL BIAS

Lisa Lee, John Williams, Stacy Eltiti (Biola University)

15-54 NEUROPSYCHOLOGICAL PREDICTORS OF ADHD SYMPTOM
BURDEN: SUBTYPE MATTERS

Jacklyn Gehling, Claudia Jacova (Pacific University, Oregon)

15-55 THE EFFECTS OF BREATH CYCLE LENGTH ON ATTENTION AND
PERFORMANCE IN A BREATH COUNTING MEDITATION TASK

Desiree Leon, Alewa Anaya, Eli Esparza, Aleezah Butler, Odalys Reynoso Diaz,
Melissa Lopez, Hideya Koshino, John Clapper (California State University, San
Bernardino)

15-56 EFFECTS OF DUAL-TASK TRAINING ON GAIT VELOCITY WHEN
WALKING WHILE PERFORMING COGNITIVE TASK

Trong Pham (California State University, Long Beach)

15-57 MEDIA MULTITASKING IS ASSOCIATED WITH THOUGHT
SUPPRESSION AND INTERNAL RESTLESSNESS

Theo Meyer, Karl Oswald, Jaidaa Hussein (California State University, Fresno)

15-58 STROOP-LIKE EFFECTS IN A DURATION DISCRIMINATION
TASK REVEAL TEMPORAL AND SPATIAL INTERFERENCES BETWEEN
DURATION, SPACE AND WORD.

Christophe Le Dantec, Katrina Yap, Elissa Luna, Elisaelena Enriquez, Akua
Asamoah, Gaoesther Lee, Silvana Albornoz, Julia Estuita (La Sierra University)

SYMPOSIUM

02:30 PM - 04:00 PM Raincross Ballroom C&F - Continuing Education Available

TRAINING IN EARLY INTERVENTION FOR TRAUMATIC STRESS: MODEL FOR A CLINICAL LAB

Chair: Matthew Cordova (Palo Alto University)

Guidelines on trauma competencies for education and training have been delineated (APA, 2015; Cook & Newman, 2017; Cook et al., 2019). Entry-level trauma psychologists should have knowledge, skills, and attitudes in several trauma-specific domains and cross-cutting competencies. Recent guidelines for PTSD prevention and early treatment describe specific empirically supported approaches (Bisson et al., 2019; O'Donnell et al., 2020). However, models for graduate training that integrate research and clinical work with trauma survivors in general (Ellis et al., 2019), and recent trauma survivors in particular, are limited. This symposium describes a university-based clinical lab focused on training doctoral students in early trauma intervention research, clinical, cultural diversity, professional, and self-care skills. Individual presentations will address the clinic's history (Presentation One), research training (Presentation Two), clinical didactics, services, and supervision (Presentation Three), training in professional development, personal wellness, and cultural awareness/humility (Presentation Four), and lessons learned regarding traumatic bereavement (Presentation Five).

THE EARLY INTERVENTION CLINIC: HISTORY, CURRICULUM, AND AREAS FOR GROWTH Josephine Sanchez, Kathryn Moody, Maddison Romo, Tani Polansky, & Matthew Cordova (Palo Alto University)

RESEARCH TRAINING WITH SURVIVORS OF RECENT TRAUMA Elisha Johnson, Lauriane Gutierrez, Taylor Dichsen, Tani Polansky, & Matthew Cordova (Palo Alto University)

TRAINING IN EARLY TRAUMA ASSESSMENT AND INTERVENTION Ellie Dicker, Ayushi Jain, Monae Weathington, Kaitlin Snyder, Josephine Sanchez, & Matthew Cordova (Palo Alto University)

PERSONAL, PROFESSIONAL, AND CULTURAL TRAINING FOR WORK WITH RECENT TRAUMA SURVIVORS Monae Weathington, Monet Fairley, Ayushi Jain, Taylor Dichsen, Lauriane Gutierrez, & Matthew Cordova (Palo Alto University)

CLINICAL AND RESEARCH TRAINING WITH RECENT SURVIVORS OF TRAUMATIC LOSS Kaitlin Snyder, Ellie Dicker, Monet Fairley, Kathryn Moody, Maddison Romo, & Matthew Cordova (Palo Alto University)

DISTINGUISHED SPEAKER

02:45 PM - 03:45 PM Exhibition Hall D - Continuing Education Available

IMPROVING ACCESS TO EVIDENCE-BASED MENTAL HEALTH SERVICES FOR BLACK AND LATINX YOUTH LIVING IN UNDER-RESOURCED CONTEXTS: CHALLENGES AND CONSIDERATIONS

Miguel Villodas (San Diego State University)

Chair: Maya Boustani (Loma Linda University)

Despite the proliferation of evidence-based mental health interventions for youth and families over the past several decades, disparities in unmet mental health needs persist among youth from low-SES and Black and Latinx backgrounds. These disparities are partially driven by differences in mental health service access and utilization. Disproportionate exposure to myriad risk factors and childhood adversities also contributes to youths' mental health needs. In this presentation, Dr. Villodas will present findings from his work identifying factors that contribute to increased mental health needs among diverse, at-risk youth. He will then discuss some of the challenges and lessons learned from his research on the dissemination of evidence-based mental health services to Black and Latinx youth living in under-resourced settings. Finally, he will discuss potential modifiable targets that could be leveraged to promote mental health among diverse youth and families, including the value of strengths-based approaches.

Biography

Dr. Villodas is an Associate Professor in the Department of Psychology at San Diego State University, and an affiliated investigator with the Child and Adolescent Services Research Center and SDSU HealthLINK Center. He conducts clinical research on the promotion of mental health and psychosocial well-being among Black and Latinx communities. His research identifies risk and protective processes that explain how adversity (e.g., poverty, discrimination, maltreatment, violence) affects academic, emotional, and behavioral development in diverse, at-risk youth. He uses these

findings to inform community-based research on the adaptation and enhancement of evidence-based psychosocial interventions to promote academic, emotional, and behavioral well-being for implementation in community and school-based settings that are more accessible to Black and Latinx communities. He currently serves as an Associate Editor for *Psychology of Violence*, and on the editorial boards for several scientific journals focused on child and adolescent mental health. He has been involved in local advocacy in child welfare and education systems as a foster youth mentor, foster parent, and as a member of several community advisory boards.

PAPER SESSION

02:45 PM - 03:46 PM Meeting Room 1

SOCIAL ISSUES II

Chair: David Melamed (Ohio State University)

14:47 REPUTATION, COOPERATION, AND THE EMERGENCE OF POLITICAL SEGREGATION IN NETWORKS

¹David Melamed, ²Brent Simpson (¹Ohio State University, ²University of South Carolina)

15:01 PUBLIC PERCEPTION OF JUVENILE HOMICIDE OFFENDERS – CULPABILITY, REHABILITATION, AND SENTENCING SEVERITY

Samantha Stiles (California Baptist University)

15:15 “IT’S COMPLICATED”: THE ROLES OF SOCIAL SUPPORT AND COPING STRATEGIES IN PSYCHOLOGICAL ABUSE ACROSS ROMANTIC RELATIONSHIPS

Dakota Spence, Karen Wu (California State University, Los Angeles)

15:29 SOCIAL MEDIA EXPOSURE TO STORIES OF SEXUAL VIOLENCE: CULTURAL DIFFERENCES IN PSYCHOLOGICAL OUTCOMES

Pooja Punjabi, Aleksandria Grabow (California State University, San Marcos)

WPA 2022 LIFETIME ACHIEVEMENT AWARD ADDRESS

03:00 PM - 04:00 PM Raincross Ballroom A&D

Chair: Terry Cronan (San Diego State University)

IT'S THE STUDENTS WHO MATTER!

Jodie Ullman (California State University, San Bernardino)

Across my career, research, service and teaching have had differential importance at different stages. I've been retired from the University (or as I prefer to say I have been retired from grading) for almost a year and have had time to reflect on what matters most to me looking across my university career. Bottom line: it's the students who matter most. I have always wanted my students to learn the joy of statistics and also be prepared to be good global citizens. In this talk I will present ideas for how to both present the substantive content of a course, say statistics, and also help students learn the skills to navigate life around them. Publications, grants, citations, and service opportunities all matter but helping students develop the skills to succeed seems the most important to me.

Biography

Jodie Ullman, Ph.D, is a quantitative psychologist and professor emerita of psychology at California State University, San Bernardino, earning her degree from UCLA in measurement and psychometrics. Her areas of interest are in applied multivariate statistics; specifically structural equation modeling and multilevel modeling. She has had the honor of serving as chair of the Board of Education Affairs and earned Fellow Status of APA Division 2. Dr. Ullman is a Past President of the Western Psychological Association. Jodie had been awarded the WPA Service, Teaching and Lifetime Achievement Awards. She is now honored to be the Executive Officer of WPA.

PSI CHI PROGRAM

03:00 PM - 04:30 PM Meeting Room 3

PSI CHI CHAPTER EXCHANGE AND AWARDS

Chair: Louise Chim (University of Victoria)

Psi Chi annually hosts a chapter exchange for chapters in the Western Region to share their activities and experiences with other chapters. Each chapter at the exchange will be encouraged to speak for about 5 minutes about their goals and activities for the year. Also, various recognition awards will be given during the chapter exchange.

PSI BETA PROGRAM

03:15 PM - 04:15 PM Meeting Room 2

PSI BETA CHAPTER EXCHANGE

Chair: Helen Greenbergs (San Diego Mesa College)

Psi Beta annually hosts a chapter exchange for chapters in the Western Region to share their activities and experiences with other chapters. Each chapter at the exchange will be encouraged to speak about their goals and activities for the year.

PRESIDENTIAL CONVERSATION

04:15 PM - 05:15 PM Exhibition Hall C

Chair: Philip Zimbardo (Heroic Imagination Project)

PRESIDENTIAL DISCUSSION WITH DR. CHRISTINA MASLACH AND DR. DELIA SAENZ ON RELEVANCE OF BURNOUT ACROSS TIME AND DOMAINS

¹Christina Maslach, ²Delia Saenz (¹University of California, Berkeley, ²University of California, Merced)

Come join us for a Q&A focused on Dr. Maslach's decades-long research stream on this phenomenon, and her continuing contributions to understanding and addressing what the World Health Organization has designated a global and pervasive work-related syndrome.

Biographies

Christina Maslach is a Professor of Psychology (Emerita) and a core researcher at the Healthy Workplaces Center at the University of California, Berkeley. She received her B.A. in Social Relations from Harvard and her Ph.D. in Psychology from Stanford. She is the pioneer of research on job burnout, and has been honored with multiple awards, both academic and public. Her latest book is *The Burnout Challenge*, which was listed among the top ten books in Business/Economics for 2022, by both *Publisher's Weekly* and *Forbes*. She has also served twice as the president of the Western Psychological Association, most recently when it celebrated its 100th anniversary in 2020.

Dr. Delia Saenz is a Texan by birth, a social psychologist by training, and a Chicana by heritage. She received her Ph.D. in Social Psychology from Princeton University. She currently serves as vice chancellor & CDO at UC Merced, and has held previous administrative and faculty appointments at Arizona State University, Bennington College, and Notre Dame University. Dr. Saenz' areas of expertise include organizational effectiveness, group processes, social identity, and culture. Across her career, her scholarly work, teaching, and service have advanced the understanding of difference as a social concept, and the optimization of learning and working in diverse, multi-level contexts. Dr. Saenz has been recognized for her contributions to the broadening of participation of underrepresented populations across educational and work domains. In addition, she has been recognized numerous times for outstanding teaching and mentoring, and for significant contributions to the professional development of students of color. Dr. Saenz has received grants from the National Science Foundation, the US Agency for International Development, the National Institutes of Health, the Ford Foundation, Google, and others.

SUNDAY, APRIL 30

SYMPOSIUM

08:00 AM - 09:15 AM Raincross Ballroom A&D - Continuing Education Available

EXAMINING THE EFFECTS OF DIGITAL TECHNOLOGIES ON HOW PEOPLE LEARN, THINK, AND REMEMBER

Chair: Benjamin Storm (University of California, Santa Cruz)

Research has increasingly focused on the various ways in which digital technologies have the potential to reshape human cognition. Due to the ubiquitous presence of the Internet, smartphones, and other digital devices and online platforms in our everyday lives, many cognitive tasks are accomplished differently today than they were in the past. The implications of these changes are profound, not only from a practical standpoint, but for considering the ways in which basic cognitive processes and outcomes might be affected. In this symposium, new research will be reported examining questions such as how taking photos of lecture slides can affect memory for lecture content, how design choices in memory media influence subjective distance from past events, how searching for information online can affect metacognitive judgments, how access to the Internet can cause people to forget information they previously learned, and how access to Google can influence creative cognition.

PHOTOGRAPHIC MEMORY: HOW DOES TAKING PHOTOS OF LECTURE SLIDES AFFECT MEMORY FOR LECTURE CONTENT?

Annie S. Ditta (University of California, Riverside), Julia S. Soares (Mississippi State University), & Benjamin C. Storm (University of California, Santa Cruz)

SEARCHING THE INTERNET INFLUENCES THE PRECISION OF THE INFORMATION PEOPLE CHOOSE TO REPORT

Kristy A. Hamilton (University of California, Santa Barbara), Jessica Siler (University of Illinois, Urbana-Champaign), & Aaron S. Benjamin (University of Illinois, Urbana-Champaign)

INTERNET-USE-INDUCED-FORGETTING: HOW LOOKING FOR MORE INFORMATION ONLINE CAN MAKE YOU FORGET WHAT YOU ALREADY LEARNED Dana-Lis Bittner (University of California, Santa Cruz) & Benjamin C. Storm (University of California, Santa Cruz)

EXAMINING THE EFFECT OF INTERNET USE ON IDEA GENERATION Mercedes T. Oliva (University of California, Santa Cruz) & Benjamin C. Storm (University of California, Santa Cruz)

MEMORY MEDIA AND COLLECTIVE TEMPORAL APPRAISAL Evelyn Perez-Ampan (Stanford Research Institute) & Jeremy K. Yamashiro (University of California, Santa Cruz)

SYMPOSIUM

08:00 AM - 09:30 AM Raincross Ballroom C&F - Continuing Education Available

RELATIONSHIP MATTERS: STUDENT AND FACULTY PERSPECTIVES ON EQUITY AND KNOWLEDGE-BUILDING IN HIGHER EDUCATION
Chair: Gaithri Ann Fernando (California State University, Los Angeles)

This symposium comprises three papers addressing equity and knowledge-building in higher education using data from multi-source, multi-method studies on academic persistence and equity in higher education. Across the three papers, this symposium will present factors that predict persistence in undergraduate students. The first paper presents data from a qualitative study of focus groups conducted with college students. The second paper presents data from a qualitative study of focus groups conducted with instructional faculty. The third paper is a quantitative study using data from a survey of college students which was based on the findings of the focus groups. A multigroup path analysis indicated that while both academic and psychosocial factors predict persistence for all students, one specific construct uniquely predicted persistence for first-generation students only. The discussion will

center around ways to enhance those variables that are important to diverse groups of minoritized undergraduate students, in order to meet their needs and propel them to achieve their dream of completing a college degree.

**KNOWLEDGE-BUILDING AND EQUITY IN HIGHER EDUCATION:
STUDENT PERSPECTIVES** Tatev Sarkissyan, Gaithri Fernando, & Yvette Szabo
(California State University, Los Angeles)

**KNOWLEDGE-BUILDING AND EQUITY IN HIGHER EDUCATION:
FACULTY PERSPECTIVES** Gaithri Fernando, Olaseni Sode, & Tatev Sarkissyan
(California State University, Los Angeles)

**TO PROFESSORS WITH LOVE: THE ROLE OF INSTRUCTOR SUPPORT
IN COLLEGE PERSISTENCE** Corinne Bower, Yvette Szabo, Corin Bowen, &
Gaithri Fernando (California State University, Los Angeles)

PAPER SESSION

08:15 AM - 09:30 AM Meeting Room 1

COVID-19 AND ITS' NEGATIVE IMPACTS

Chair: Colleen Brenner (Loma Linda University)

08:17 COVID-19 CONSPIRACY BELIEFS: IMPACT OF SOCIAL EXCLUSION AND CONSPIRACY EXPOSURE

Stacey Eltiti, Samantha Smith, Mark Greenberg (Biola University, Rosemead School
of Psychology)

08:31 COVID-19 ANTI-ASIAN DISCRIMINATION AND BEHAVIORAL HEALTH OUTCOMES: THE MODERATING ROLES OF ETHNIC IDENTITY AND INTERNALIZED RACISM

¹Emily Nhan, ¹Aisha Williamson-Raun, ¹Rachel Chan, ¹Janvi Amin, ²Quyen Do, ¹Joyce
Yang (¹University of San Francisco, ²University of Texas, San Antonio)

08:45 IT'S COMPLICATED: THE RELATIONSHIP BETWEEN COVID-19 AND MENTAL HEALTH PROBLEMS

¹Robert Epstein, ¹Sara Bock, ¹Yunyi Huang, ²Ning Wang (¹American Institute for
Behavioral Research and Technology, ²Pepperdine University)

08:59 CONNECTIONS OF HEALTH-RELATED KNOWLEDGE,
PERCEPTIONS AND BEHAVIORS WITH MENTAL HEALTH DURING
THE COVID-19 PANDEMIC

Dilbur D. Arsiwalla (University of Northern Iowa)

09:13 EXPLORING RESILIENCE, EMPATHY, AND DUAL MECHANISMS
OF COGNITIVE CONTROL IN THE CONTEXT OF THE COVID-19
PANDEMIC

Todd Watson, Jonah Borgenicht, Hanna Wright (Lewis & Clark College)

DISTINGUISHED SYMPOSIUM

8:15AM – 9:45AM Exhibition Hall D

A PIPELINE PROGRAM FOR TRAINING CLINICAL PSYCHOLOGY STUDENTS TO WORK IN PRIMARY CARE SETTINGS IN UNDERSERVED COMMUNITIES

Bridgette Peteet (Loma Linda University), Patricia Flynn (Loma Linda University),
Kelly Morton (Loma Linda University), Ellie Robledo (Loma Linda University)

Chair: David Vermeersch (Loma Linda University)

RECEPTION FOLLOWING PIPELINE SYMPOSIUM

Primary care is the main gateway to mental health services for many racial, ethnic, and lower socioeconomic status populations. Despite the growing mental health crisis in the U.S., access to specialized mental health providers in primary care settings is limited and diverse representation among providers is inadequate. Thus, there is a critical need to expand and diversify the representation of mental health providers in primary care settings and provide them with culturally relevant training opportunities that will better prepare them to address their patients' needs. This presentation will describe best practices for the recruitment and retention of diverse doctoral level clinical psychology students included in our 4P: Pipeline Program in Primary Care Psychology at Loma Linda University (HRSA grant). Faculty and scholars will describe recruitment efforts, primary care psychology training, faculty and peer-to-peer mentorship, and socio-academic activities included in the 4P scholarship program. We will also discuss implications of expanding and diversifying the mental health workforce for addressing health disparities.

Biographies

Bridgette Peteet, Ph.D. is a Professor in the Department of Psychology at Loma Linda University and a California Licensed Clinical Psychologist. Prior to her appointment in 2019, she was a faculty member at the University of Cincinnati (UC) for 11 years. She earned her bachelor's degree in psychology and criminal justice from Kent State University and her Master's and doctorate in clinical psychology from UC. Dr. Peteet teaches graduate clinical courses on addiction, cultural diversity, and human sexuality. She supervises doctoral trainees at SAC Health Systems, a Federally Qualified Health Center in integrated primary care psychology. She runs the Resilience and Disparities (RAD) Lab, which investigates health inequities in substance use disorders (SUD) using a community-inclusive and culturally-responsive framework. She is the Principal Investigator (PI) for a \$3 million HRSA Scholarships for Disadvantaged Students grant and the Co-PI on a Graduate Psychology Education grant to provide specialized training in SUDs and to build pathways to diversify the scientific workforce. Dr. Peteet is an active member and former Secretary for the American Psychological Association Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45). She is a past honoree of the Division 45 Charles and Shirley Thomas Award and as a UC faculty Diversity Ambassador for her institutional and national contributions to diversity mentorship, programming, and research. Dr. Peteet is also a facilitator of culturally conscious health practices and has long-term experience consulting with community organizations, all towards improving the health and well-being of historically marginalized people.

Patricia M. Flynn is an Associate Professor in the Department of Psychology and the Department of Preventive Medicine at Loma Linda University (LLU). She earned a B.S. in educational psychology from Cornell University, a M.P.H. in health promotion and education, and a Ph.D. in experimental psychology with a concentration in health psychology from LLU. Dr. Flynn co-directs the Culture and Behavior Laboratory at LLU in collaboration with her colleague Dr. Hector Betancourt. As a cultural and health psychologist, her research focuses on the investigation of cultural and psychological factors as determinants of health behavior and outcome among diverse patient populations. Guided by an Integrative Model for the Study of Culture, her research examines the role of cultural beliefs, values, norms, and practices relevant to patient-provider relations (e.g. implicit bias, intercultural communication, interpersonal quality of care) and their impact on various health behaviors and outcomes (e.g. cancer screening, continuity of care, treatment adherence, seeking psychological services). She is the Director of Cultural Sensitivity Training for the largest HRSA Teaching Health Center grant in the nation where

she trains primary care medical residents in the provision of culturally sensitive care. She is also co-Principal Investigator (PI, B. Peteet) on a HRSA grant dedicated to increasing and diversifying the primary care psychology workforce through scholarships and mentorship opportunities for doctoral level students interested in pursuing a career in primary care psychology.

Kelly R. Morton received her Ph.D. in Lifespan Developmental Psychology from Bowling Green State University in 1992. She is a Professor and the Director of Research in the Department of Family Medicine; and a Professor and core faculty in the Department of Psychology at Loma Linda University in Loma Linda, California. She is the PI or co-PI on numerous HRSA training grants in family medicine and the PI on the Biopsychosocial Religion and Health Study.

Ellie Robledo received her BA in Psychology from the University of California Merced, with a minor in Sociology (Psi Chi, Alpha Kappa Delta). She is currently a second year PsyD doctoral student at Loma Linda University, pursuing a concentration in Primary Care Psychology. Ellie is a scholarship recipient of the 4P: Pipeline Program in Primary Care Psychology for two consecutive years (HRSA SDS program). She is also the PsyD student representative of the Diversity Committee at Loma Linda University. Her clinical interests include working with underserved communities and children. Ellie is currently working on her doctoral project which examines the importance of cultural considerations when detecting and treating eating disorders among Latina adolescents, and the significant role of Primary Care on eating disorders detection.

PAPER SESSION

08:30 AM - 09:45 AM Meeting Room 2

PSYCHOLOGY AND THE LAW

Chair: Ryan Ditchfield (California State University, Fresno)

08:32 CAN PROCEDURAL JUSTICE REFORMS IMPROVE
EYEWITNESSES' TRUST IN POLICE WITHOUT HARMING ACCURACY?

Ryan Ditchfield, Kieckhaefer Jenna, Adie Escalera, Haidyn Washburn, Eduardo Gonzalez (California State University, Fresno)

08:46 PUBLIC PERCEPTION ON LAW ENFORCEMENT WITH AN
EMPHASIS ON POLICE STRESS AND TRAUMA

Andrew Hauptmann, Anne-Marie Larsen (California Baptist University)

09:00 PREDICTING PERCEPTIONS OF POLICE LEGITIMACY AMONG
UNDERREPRESENTED COMMUNITIES

Ryan Ditchfield, Kate Kafonek (California State University, Fresno)

09:14 A CLOSER LOOK AT HOW VICTIM RACE AND RACIAL IDENTITY
AFFECT SAME-RACE LENIENCY AMONG MOCK JURORS

Teresa Virgen, Mitchell Eisen, Aundia Dianat (California State University, Los Angeles)

09:28 PROVIDING A DESCRIPTION OF THE CULPRIT BEFORE BEING
SUGGESTIVELY LED TO MISIDENTIFY AN INNOCENT SUSPECT
CAN INFLUENCE MEMORY DISTORTION DRIVEN BY FALSE
IDENTIFICATION

Laura Huicoy, Mitchell Eisen, Jayla Edwards, Teresa Virgen (California State University, Los Angeles)

POSTER SESSION 16

08:30 AM - 09:45 AM Exhibition Hall A/B

DEVELOPMENTAL PSYCHOLOGY

16-1 MEANING MAKING AND RESILIENCE IN DISPLACED
UKRAINIAN YOUTH

Clarisa Paschall (Claremont Graduate University)

16-2 A RE-EXAMINATION OF FACTORS MEDIATING THE
RELATIONSHIP BETWEEN CYBERBULLYING VICTIMIZATION
AND SUICIDE ATTEMPTS IN A NATIONALLY REPRESENTATIVE
ADOLESCENT SAMPLE

Raine Triplett, Holly Morrell, Janet Sonne (Loma Linda University)

16-3 A LONGITUDINAL EXAMINATION OF GATE CONTROL THEORY:
THE PAIN AND MENTAL HEALTH BIDIRECTIONAL RELATIONSHIP

Raine Triplett, Kelly Morton (Loma Linda University)

16-4 CHILD DEVELOPMENT AND COVID-19: HOW DIFFERENT MODES OF INTERPERSONAL COMMUNICATION IMPACT SOCIAL SKILLS IN EARLY ELEMENTARY STUDENTS

Laura Arcia (University of Puget Sound)

16-5 DISCOVERING INDIVIDUAL DIFFERENCES IN INFANT ACTIVITY THROUGH ECOLOGICAL MOMENTARY ASSESSMENT

Juelle Ford, ¹Aylin Luna, ¹Kellan Kadooka, ¹John Franchak, ²Caitlin Fausey
(¹University of California, Riverside, ²University of Oregon)

16-6 S(HE) PERSISTED – OVERCOMING ADVERSITY AND DEVELOPING RESILIENCE

Zoe Rivera, Amy Hernandez, Yasmine Velez, Vanessa Escobar, Yuliana Garcia, Julia Tang (Mount Saint Mary's University, Los Angeles)

16-7 INVALIDATING CHILDHOOD MESSAGES AS BARRIERS TO RECEIVING MENTAL HEALTH SUPPORT

Julissa Garcia, Anne Duran (California State University, Bakersfield)

16-8 EXAMINING THE RELATION BETWEEN LANGUAGE INPUT AND INFANT BODY POSITION ACROSS THE ENTIRE DAY

Hailey Rousey, Maximilian Tang, Chuan Luo, John Franchak (University of California, Riverside)

16-9 INVESTIGATING THE IMPACT OF COMORBID AUTISM SPECTRUM DISORDER AND ATTENTION-DEFICIT/HYPERACTIVITY DISORDER ON SLEEP AND EXECUTIVE FUNCTION

Sanya Mital, Catherine Callaci, Tori Van Dyk, Cameron Neece, Aarti Nair (Loma Linda University)

16-10 UNDERSTANDING THEMES OF MASCULINITY WITHIN MALE FRIENDSHIPS AND SYNTHESIZING FUTURE INTERVENTIONS

Isabelle Avenido, Valeria Aguilera, Vierra Kristin, Diana Beltran, Rachael Robnett (University of Nevada, Las Vegas)

16-11 PREDICTING SUCCESS: EDUCATIONAL ASPIRATIONS AND ACHIEVEMENT AMONG LATINX HIGH SCHOOL STUDENTS

Kyle Moreno, Martha Carreon, Ilene Cruz, Brittany Stovall, Avia Vaknin, Gabriela Chavira (California State University, Northridge)

16-12 INVESTIGATING THE RELATIONSHIP BETWEEN FAMILY ACHIEVEMENT GUILT AND ACADEMIC SELF-EFFICACY: THE INFLUENCE OF PARENT AND PEER RELATIONSHIP QUALITY
Tania Jimenez, Brittany Heuchert, Rosa Toro (California State University, Fresno)

16-13 SOCIAL AND EMOTIONAL LEARNING IN HIGHER EDUCATION
Emily Krmpotich, Charisma Baxter, Leenie Hem, Greg Kim-Ju (California State University, Sacramento)

16-14 PARENTING PRACTICES AMONG LATINX AND NON-HISPANIC WHITE PARENTS OF CHILDREN WITH DEVELOPMENTAL DELAYS: THE INFLUENCE OF CULTURE
¹Stephanie Puerta, ¹Cameron Neece, ²Laura Lee McIntyre (¹Loma Linda University, ²University of Oregon)

16-15 DOES CHILDREN'S NEGATIVE EMOTION DIFFERENTIATION MODERATE THE RELATIONSHIP BETWEEN EMOTION REGULATION AND PSYCHOPATHOLOGY?
Gerardo Michel, Elizabeth L. Davis (University of California, Riverside)

16-16 CRITICAL CONSCIOUSNESS DEVELOPMENT: DEFINING THE ROLE OF PRIVILEGE AND ALLYSHIP AMONG IMMIGRANT-ORIGIN YOUTH
Jasmine Gabb, Juliana Karras (San Francisco State University)

16-17 CULTURAL MATCHING: THE ROLE OF ACCULTURATION AND ENCULTURATION ON FILIPINO PARENTING AND EMERGING ADULTS' WELL-BEING
Faye Tesoro, Karen Wu (California State University, Los Angeles)

16-18 SOCIAL EMOTIONAL LEARNING WITHIN AFTER-SCHOOL ENVIRONMENTS
India Harvey, Ryan McClennen, Kayla Saepharn-Gip, Sherlyn Villalobos, Ashley Koll, Casey Knifsend (California State University, Sacramento)

16-19 THE CHALLENGE OF SCREEN MEDIATED SHARED READING FOR CHILDREN'S LEARNING AND ENGAGEMENT
Hayley Harrison, Brianna Mireku, Katrina Ying (Santa Clara University)

16-20 THE WORLD IS WAITING: SEMESTER AT SEA STUDY ABROAD
STUDENTS' SOCIAL EXPERIENCES AND GOAL ATTAINMENT

¹Siri Wilder, ²Christina Scott, ³Victoria Beyea (¹University of Texas, Dallas, ²Whittier College, ³The Chicago School of Professional Psychology)

16-21 CHILDREN'S ENGAGEMENT DURING A MUSEUM VISIT TO A
MAMMOTH FOSSIL EXHIBIT

Jiayue Sun, Maureen Callanan, Claudia Castaneda (University of California, Santa Cruz)

16-22 CHILDHOOD EMOTIONAL ABUSE AND YOUNG ADULT
CRIMINALITY: RELATIONAL AND EMOTIONAL MEDIATORS FOR
DAUGHTERS AND SONS

Haylee Lemus, Tuppett M. Yates (University of California, Riverside)

16-23 THE ROLE OF FAMILY DYNAMICS IN THE DEVELOPMENT
OF AND RECOVERY FROM INTERNET GAMING DISORDER: A
SYSTEMATIC REVIEW

Lillian Holderby, Rikki Baltes, Marshall Beauchamp (Pacific University)

16-24 PRENATAL MOOD VARIABILITY AND CHILD INTERNALIZING
SYMPTOMS

Sophie Srivastava, Laura Glynn (Chapman University)

16-25 THE ROLE OF DIMENSIONS OF EMERGING ADULthood AND
ROMANTIC RELATIONSHIP CHARACTERISTICS IN ROMANTIC
DISSOLUTION CONSIDERATIONS

Leslie Alcaraz, Jennifer Figueroa, McKenzie Blake, Haylee DeLuca Bishop (California State University, San Marcos)

16-26 INTERGENERATIONAL CONTINUITY OF POSITIVE PARENTING
FOR ADOLESCENT AND YOUNG ADULT MOTHERS

¹Jennifer Baker, ¹Irene Tung, ²Alison Hipwell (¹California State University, Dominguez Hills, ²University of Pittsburgh)

16-27 CONTEXT-SPECIFIC CONCEPTUALIZATIONS OF DEATH IN
EARLY CHILDHOOD

Spencer Winter, Robert Weisskirch (California State University, Monterey Bay)

16-28 ACES, PERCEIVED ACADEMIC CONTROL, AND GPA IN COLLEGE STUDENTS OF DIVERSE BACKGROUNDS

Luis Lara, Sophie Timin, Brandilynn Villarreal (Cal Poly Humboldt)

16-29 ALCOHOLISM AND MARITAL STATUS OF PARENTS ON BELIEF IN A JUST WORLD: A PILOT STUDY

Jenny Young, Rayhaun Le, Emma Swertfeger (California State University, Fullerton)

16-30 SLEEP RHYTHMICITY PREDICTS ACADEMIC PERFORMANCE IN SCHOOL-AGED CHILDREN

Samuel Fisher, Joseph Norris, Cade Anderson, Heidi Higgins (Brigham Young University, Idaho)

16-31 CHILDREN'S EMOTION REGULATION PREDICTS THEIR PROSOCIAL SHARING AND EMOTION UNDERSTANDING

Jayne Lee, Kasey Pankratz, Elizabeth L. Davis (University of California, Riverside)

16-32 THE IMPACT OF A MINDFULNESS TRAINING PROGRAM ON EXECUTIVE FUNCTION IN PRESCHOOLERS

Hanna Muse, Jui Bhagwat (Santa Clara University)

16-33 LIVING IN FEAR OF THE FUTURE: EXAMINING SOURCES OF STRESS IN UNDOCUMENTED COLLEGE STUDENTS

Ilene Cruz, Martha Carreon, Kyle Moreno, Iris Moon, Brittany Stovall, Gabriela Chavira (California State University, Northridge)

16-34 THE INFLUENCE OF PARENTAL SES ON CHILDREN'S MENTAL STATE TALK IN A DIVERSE POPULATION

Emily Kendrick, Rose Scott (University of California, Merced)

16-35 FAMILY ROUTINES MAY PROTECT CHILD MENTAL HEALTH

Vanessa Vargas, Laura Glynn (Chapman University)

16-36 GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN ACES AND STRESS **(AWARD WINNER)**

Destiny Gilliland, Susan Gray, Karissa Miller (California State University, Long Beach)

16-37 CHILDHOOD FAMILY STABILITY AND ADULthood

ATTACHMENT: DOES A POSITIVE RELATIONSHIP WITH PARENTS
PRODUCE SECURE ROMANTIC RELATIONSHIPS?

Amy Jennings, Jaclyn Stickel, Ally Ciulla, Helen Brigham, Lindsay Adams (Golden
West College)

16-38 THROWING CAUTION TO THE WIND! WHETHER PARENT-
CHILD BOND AND ADVERSE CHILDHOOD EXPERIENCES PREDICT
PARTICIPATION IN RISKY BEHAVIORS

Ross Carias (Woodbury University)

16-39 THE EFFECT OF TELEHEALTH CBT GROUP THERAPY ON
PERINATAL/POSTNATAL DEPRESSION AND ANXIETY

¹Amira Blake, ¹Tai Chang, ²Pamela Neher (¹CSPP, Alliant International University,
²Highland Hospital)

16-40 ASSOCIATIONS BETWEEN NEGATIVE PARENTING AND
ADOLESCENT CALLOUS-UNEMOTIONAL TRAITS: THE MODERATING
ROLE OF CHILD INTERNALIZING SYMPTOMS

Hong Yi Koo, Maximilian Tang, Amanda Sadri, Tuppett M. Yates (University of
California, Riverside)

16-41 THE EFFECTS OF ONLINE VIDEO CONTENT ON CHILDREN

Preeti Ghuman, Rose Scott (University of California, Merced)

16-42 EXAMINING THE EFFECT OF NEIGHBORHOOD VIOLENCE ON
EARLY ADOLESCENT AGGRESSIVE BEHAVIOR: THE MODERATING
ROLE OF EMOTION REGULATION

Jenna Iwamiya, Amanda Sadri, Tuppett M. Yates (University of California, Riverside)

16-43 PARENTING AFTER THE NICU: ATTACHMENT AS A MODERATOR
OF INFANT MEDICAL RISK ON PARENTING OUTCOMES

Hali Boyce, Jessica Borelli, Alison Goldstein, Phoebe Pham, Luis Salas (University of
California, Irvine)

16-44 THE EFFECT OF PARENTING STYLE ON THE RELATIONSHIP
BETWEEN EXECUTIVE FUNCTION AND CHILD CORTISOL

¹Catherine Ruan, ¹Annette Njei, ²Clementine Thompson, ¹Alicia Davis, ¹Stacey Doan
(¹Claremont McKenna College, ²Pomona College)

16-45 EMOTIONS DURING MOTHER-ADOLESCENT CONFLICT INTERACTIONS: ASSOCIATIONS WITH RELATIONSHIP QUALITY AND ADOLESCENT PSYCHOLOGICAL ADJUSTMENT

¹Angela Susan George, ¹Alexandra Main, ²Wendy Rote (¹University of California, Merced, ²University of South Florida, St. Petersburg)

16-46 CHILDREN'S RELATIONAL ADVERSITIES AND FEELINGS ABOUT TEACHERS: THE MEDIATING ROLE OF CHILD AGGRESSIVE BEHAVIOR

Hernan Zurita, Duyen Trang, Tuppert M. Yates (University of California, Riverside)

16-47 STRESS, ANXIETY, AND DEPRESSION AMONG LATINX COLLEGE STUDENTS: THE INFLUENCE OF IMPOSTER SYNDROME AND CULTURAL CONGRUITY.

Braulio Clemente, Rosa Toro, Tania Jimenez (California State University, Fresno)

16-48 PRETEND PLAY AND ITS RELATIONS TO EMOTION REGULATION IN THE CLASSROOM TWO YEARS LATER (**AWARD WINNER**)

¹Neil Lopez, ²Ana Kamille Marcelo (¹University of California, Riverside, ²Clark University)

16-49 ACADEMIC GENDER ROLE BELIEFS AND ACADEMIC SELF-COMPETENCE IN YOUNG ADOLESCENTS

Hwaheun Kim (California State University, Bakersfield)

16-50 ISSUES AND OPPORTUNITIES IN UNDERGRADUATES' REINTEGRATION AFTER STUDY AWAY

Frances Wu, Erin Thorp, Chong Ho Yu (Azusa Pacific University)

16-51 ADVERSE CHILDHOOD EXPERIENCES AND AUTONOMIC REACTIVITY IN ADULTHOOD

¹Dannelle Larsen-Rife, ²Youssef Harraq, ³Rosemary Mwithiga, ²Alyssa English, ¹Miles Yablonovsky, ¹Bridger Lisonbee, ¹Caitlyn Barney, ¹Grace Carsey, ¹Ives Hong, ¹Tara Caplin, ¹Jacob Hough, ¹Hunter Mitchell, ¹Ed Wu (¹Utah Tech University, ²Dixie State University)

16-52 THE EFFECTS OF BULLYING ON CHILDREN AND THEIR PERCEIVED RELATIONSHIP WITH THEIR PARENTS

Abigail Baxter, Teru Toyokawa (California State University, San Marcos)

16-53 "ABSTRACT THOUGHT LEADS TO UNPARALLELED BEAUTY": A STUDY ON BULLSHIT RECEPTIVITY ACROSS THE ADULT LIFESPAN

¹Sagrika Jawadi, ²David Hengerer, ¹Hannah Lak, ¹Judith Zhao, ¹Archa Dileep, ³Lori James, ¹Stacey Wood, ⁴Lise Abrams (¹Scripps College, ²Claremont Graduate University, ³University of Colorado, Colorado Springs, ⁴Pomona College)

16-54 CURVILINEAR MODERATION RELATIONSHIPS BETWEEN ADVERSE CHILDHOOD EXPERIENCES, RESILIENCE, AND WELLBEING

Alexander Wong, Kobi Bledsoe, Ty Weber, Rocci Vizzusi, Anna Balthazar (California State University, Chico)

16-55 UNPREDICTABLE PARENTING PRODUCES UNPREDICTABLE PARENTS

¹Megan Hoffman, ²Elysia Davis, ³Curt Sandman, ¹Laura Glynn (¹Chapman University, ²University of Denver, ³University of California, Irvine)

16-56 PRENATAL SOCIOCULTURAL STRESS AND BEHAVIORAL HEALTH IN CHILDHOOD

Christine Chang, Sabrina Liu, Laura Glynn (Chapman University)

16-57 HEALTH AND DEMOGRAPHIC PREDICTORS OF AGE-RELATED CHANGE IN EPISODIC MEMORY PERFORMANCE: THE RESULTS OF A PROFILE LIKELIHOOD ANALYSIS AND LATENT GROWTH CURVE MODELING

Robert Kennison, Man Yuet Angie Chou, Xiang Jiawei, Ulas Sarisoy, Luis Santos Gomez, Emily Torres (California State University, Los Angeles)

16-58 OLDER PARENTS' DISAGREEMENT WITH ADULT CHILDREN'S ADVICE AND ITS EFFECT ON PARENTS' INTERGENERATIONAL AMBIVALENCE

Alayha McNamara, Molly Malone, Noriko Toyokawa (Southern Oregon University)

16-59 THE EFFECT OF PURPOSE IN LIFE ON SELF-REPORTED HEALTH IN LATER LIFE

Emilio McCutcheon, Caleb Koharchik, Noriko Toyokawa (Southern Oregon University)

STATISTICS WORKSHOP

08:30 AM - 10:30 AM Meeting Room 8/9/10 - Continuing Education Available

Chair: Chris Aberson (Cal Poly Humboldt)

BUILDING YOUR FIRST MACHINE LEARNING MODELS WITH PYTHON

Chelsea Parlett-Pelleriti (Chapman University)

Machine Learning, especially tree-based models and deep learning, have become increasingly prevalent in many behavioral fields over the last decade. While Machine Learning is a broad term that includes many models that are quite familiar to many researchers (such as linear and logistic regression), it also includes many types of models such as tree-based models and neural networks which are less commonly taught in Psychology coursework. This workshop will build up practical data skills in Python using the libraries Pandas, Scikit-learn, and Keras, while also covering important ideas behind Machine Learning. The models and concepts covered are applicable both to Psychology research, as well as to Data Science work done in industry.

Dr. Chelsea Parlett-Pelleriti is a Faculty Member in the Fowler School of Engineering at Chapman University. Her core courses include topics in Statistics, Data Science, and Machine Learning. She received her Ph.D. in Computational and Data Science, with an emphasis on applying Machine Learning and Bayesian Statistics to behavioral data (such as Psychology), which paired her computational and technical skills with her background in Psychology. As an instructor, Chelsea values using new, engaging technology and other pedagogical techniques (such as flipped classes, educational Shiny apps, and guided simulation activities) in order to help students develop a sense of passion, rigor and engagement with their courses. Chelsea is also passionate about effective science communication, both in the classroom, as well as on social media, because effective science communication encourages diversity and welcomes people into the fields of Statistics and Data Science.

SYMPOSIUM

09:30 AM - 10:30 AM Raincross Ballroom A&D

STIGMA AND TREATMENT OF INTERPERSONAL TRAUMA SURVIVORS

Aubrie Patterson, Camille Fogel, Thea Huber, Greyson Mize, Brianna Delker
(Western Washington University)

Cultural stigma can harm survivors of interpersonal violence as much as their initial traumatic experiences. Ranging from “you were asking for it” to “it could have been worse,” we are inundated with messages that dismiss, minimize, and villainize victims, while excusing perpetrators. Our research group aims to affirm the dignity of survivors in their pursuit of justice and healing. This symposium features three independent empirical studies on topics related to stigma, diagnosis, and treatment of interpersonal trauma survivors. The first presentation is a vignette-based study on stigma against the label and perceived etiology of sluggish cognitive tempo, a potentially misrecognized trauma-related disorder. The second presentation uses qualitative content analysis to examine patterns of DARVO and victim acknowledgement in high-status men’s responses to public #metoo accusations. Finally, the third presentation proposes a conceptual model of moral injury that accounts for the identity-based and existential outcomes in survivors of coercive control.

CHILDHOOD TRAUMA OR BIOGENETIC? STIGMA AGAINST
“SLUGGISH COGNITIVE TEMPO” BASED ON THE LABEL AND
PERCEIVED ORIGIN Aubrie L. Patterson (Western Washington University)

PATTERNS OF DARVO AND VICTIM ACKNOWLEDGEMENT IN
#METOO RESPONSES Greyson V. Mize & Thea L. Huber (Western Washington
University)

CONCEPTUALIZING THE EXISTENTIAL AND IDENTITY-BASED
EFFECTS OF COERCIVE CONTROL AS MORAL INJURY Camille A. Fogel
(Western Washington University)

DISTINGUISHED SPEAKER

09:30 AM - 10:30 AM Ballroom - Continuing Education Available

CHILDREN'S RACIAL ATTITUDES & PARENTAL RACIAL SOCIALIZATION

Amber Williams (California Polytechnic State University, San Luis Obispo)

Chair: Kelly Bennion (California Polytechnic State University, San Luis Obispo)

Research shows that racial biases develop early in childhood (Aboud, 2003). At the same time, there is notable variability in children's racial attitudes (Misch et al., 2022). In my work, I seek to better understand the factors that lead children to develop more positive and equitable racial attitudes across childhood and adolescence. For this talk, I will specifically discuss my work examining children's cross-race friendships, children's racial attitudes, and parents' racial socialization practices. My results suggest that children consider racial group membership and status when making judgments about their own and others' friendships, and parental racial socialization can help shape children's racial attitudes.

Biography

Amber Williams is an Associate Professor at Cal Poly in San Luis Obispo, CA. She earned her B.A. in Psychology at Rice University and earned her Master's and Ph.D. in Psychology at the University of Michigan. She was also an NSF postdoctoral fellow at the University of Texas at Austin before starting her tenure-track position in the Psychology and Child Development department at Cal Poly. Her research examines the factors that influence children's developing ideas about race and racial groups. She also studies how parents think about the role of race in their children's lives.

SYMPOSIUM

09:45 AM - 10:45 AM Raincross Ballroom C&F

CONTEXTUAL INFLUENCES ON INTERGROUP ATTITUDES AND PROCESSES

Chair: Liz Wilson (University of California, Riverside)

How do the places we live in affect our judgments of others? Intergroup processes have traditionally been studied at the individual level, but people's psychological

experiences are often driven by the contexts that they inhabit. Macro-level influences, such as social norms, local diversity, and economic scarcity, plays a role in psychologically meaningful outcomes. Four talks will expound on the influence of contextual factors on intergroup attitudes and processes by addressing (1) the role of ethnic diversity within local contexts in implicit ethnic prejudice and stereotypes, (2) variability in state-level social norms on social attitudes and beliefs, (3) the relationship between regional environmental stressors and regional racial evaluative processes, and (4) how mortality and scarcity threat influences ingroup boundaries. This collection of presentations combines a variety of data sources and analytic techniques to highlight context as a key factor of social outcomes.

SPATIAL AND TEMPORAL PATTERNS OF ETHNIC DIVERSITY AND IMPLICIT INTERETHNIC BIASES Thierry Devos (San Diego State University)

CULTURAL TIGHTNESS ACROSS THE UNITED STATES PREDICTS SOCIAL ATTITUDES Liz Wilson (University of California, Riverside)

WHO IS THE “INGROUP”? THE INFLUENCE OF MORTALITY AND RESOURCES ON INGROUP BOUNDARIES Minyoung Choi (University of California, Irvine)

THE RELATIONSHIP BETWEEN REGIONAL ECONOMIC STRESS AND REGIONAL RACIAL EVALUATIONS Kayla Chaplin (University of California, Riverside)

SOCIAL - PIPELINE PROGRAM RECEPTION
9:45AM - 10:45AM Exhibition Hall D

Come join us for coffee and a snack as we continue our discussion informally.

PAPER SESSION
09:45 AM - 11:00 AM Meeting Room 1

SEXUALITY

Chair: John Ruys (Las Positas College)

09:48 IS GAYDAR REAL? IDENTIFICATION OF SEXUAL ORIENTATION
USING SHORT VIDEO CLIPS

John Ruys (Las Positas College)

10:02 SOCIAL PRESSURE THEORY (SPT): A NEW AND PREDICTIVE
THEORY OF SEXUAL ORIENTATION, WITH MATHEMATICAL AND
COMPUTATIONAL MODELS

Robert Epstein, Hongyu Wang (American Institute for Behavioral Research and
Technology)

10:16 EARLY PORNOGRAPHY EXPOSURE AND LATER PORNOGRAPHY
USE

Bailey Way, Shane Kraus (University of Nevada, Las Vegas)

10:30 ASEXUAL MINORITY STRESS SCALE (AMSS): PSYCHOMETRIC
ASSESSMENT, VALIDATION, AND RESEARCH APPLICATIONS

Julien Rouvere (California State University, Fullerton)

10:44 SUPPORT AND SAFE SEX DISCUSSIONS WITH MEDICAL CARE
PROVIDERS AMONG LGBTQ YOUNG ADULTS RELATED TO SEXUAL
RISK

Patricia Cabral (Occidental College)

PAPER SESSION

10:00 AM - 11:15 AM Meeting Room 2

BRAIN FUNCTION/PHYSIOLOGY/ELECTROPHYSIOLOGY

Chair: Steven Hollon (Vanderbilt University)

10:03 A CASE FOR DOPAMINE SUB-SERVING TASK-IRRELEVANT
PERCEPTUAL LEARNING

Steve Holloway, Lauren Kelly, Fatima Botello, Sophia Rabayda (Arizona State
University)

10:17 COMPARING EEG AND SUBJECTIVE REPORT FROM A CHRISTIAN
MEDITATION PRACTICE (CENTERING PRAYER) WHILE SOBER AND
WITH CANNABIS.

Brendan Cooney (Eastern Washington University)

10:31 INFANT TESTOSTERONE AND TEMPERAMENT

Randy Corpuz (University of Massachusetts Boston)

10:45 ADVERSE CHILDHOOD EXPERIENCES AND COMORBID ILLNESS:
MEDIATION BY DIETARY POLYPHENOL INTAKE (**AWARD WINNER**)

Kiyana Eshai, Patricia Flynn, Kelly Morton (Loma Linda University)

10:59 VOCAL FUNCTIONAL FLEXIBILITY IN A NON-HUMAN, VOCAL
LEARNING ANIMAL

Francisco Magdaleno (California State University, Channel Islands)

POSTER SESSION 17

10:00 AM - 11:15 AM Exhibition Hall A/B

EDUCATIONAL, SCHOOL, TEACHING PSYCHOLOGY AND LANGUAGE

17-1 HEALING THE WORLD THROUGH HIGHER EDUCATION: WHY
AND HOW FACULTY CONDUCT COMMUNITY ENGAGED LEARNING

Elena Klaw, Andrea Tully (San José State University)

17-2 INTRO PSYCH TEXTBOOKS ARE STILL MORE DIFFERENT THAN
ALIKE: A REPLICATION

Joseph Slade, Stephanie Byers, Regan A. R. Gurung (Oregon State University)

17-3 REPEATED MOTIVATION BOOSTER EFFICACY INVOLVING AN
ATTRIBUTION-BASED TREATMENT INTERVENTION: A MODERATION
ANALYSIS IN COLLEGE STUDENTS

¹Dallas Murphy, ¹Raymond Perry, ¹Robert Dryden, ¹Judith Chipperfield, ²Jeremy M Hamm, ³Patti Parker, ¹Darian Ahronson (¹University of Manitoba, ²North Dakota State University, ³Thompson Rivers University)

17-4 BEHIND THE RESEARCH: HOW DOES SEEING VIDEO
INTRODUCTIONS FROM AUTHORS SHAPE STUDENTS' PERCEPTIONS
OF SCIENCE AND SCIENTISTS?

Yuhan Tao, Rob Ethan Santiago, Celeste Pilegard (University of California, San Diego)

17-5 BRIDGING MOTIVATION THEORIES: ATTRIBUTIONAL
RETRAINING, AGENTIC CONTROL, AND VALUE INTERACT TO

PREDICT STUDENT EMOTIONS AND ACHIEVEMENT PERFORMANCE

¹Raymond Perry, ¹Dallas Murphy, ¹Robert Dryden, ¹Judith Chipperfield, ¹Jeremy Hamm, ²Patti Parker, ¹Darian Ahronson (¹University of Manitoba, ²Thompson Rivers University)

17-6 CONTINUED DEVELOPMENT OF AN ONLINE COLLEGE-TRANSITION PROGRAM FOR HIGH SCHOOL STUDENTS ON THE AUTISM SPECTRUM

Jodie Kocur, Lee-el Asulin, Haremehar Wadalia (California Lutheran University)

17-7 EMBEDDING ASSIGNMENT DIRECTIONS IN LECTURE VIDEOS IMPROVES STUDENT LEARNING

Robert Butler (Eastern Oregon University)

17-8 THE RELATIONSHIP BETWEEN ADOLESCENTS' PERCEPTIONS OF TEACHERS' ATTITUDES TOWARD STUDENTS, MALADAPTIVE ACADEMIC BEHAVIORS, AND GPA.

Carrissa Ammons, Kayla Strever, Charisma Baxter, Leenie Hem, Kyle DiLorenzo, Melissa McDermott, Greg Kim-Ju (California State University, Sacramento)

17-9 THE ROLE OF STRUCTURED PEER REVIEW IN UNDERGRADUATE STUDENTS' BELONGING AND SUCCESS

Isabella DeRosa, Vanessa Woods (University of California, Santa Barbara)

17-10 HOW HAVE STUDENTS' PERCEPTIONS OF THEIR KNOWLEDGE, SKILLS, AND ABILITIES CHANGED DURING THE COVID-19 PANDEMIC?

Kyle Parker, Maria Guadalupe Navarro, Jennifer Dyer-Seymour (California State University, Monterey Bay)

17-11 SHOULD IT MATTER? EDUCATIONAL INSTITUTIONS AND THEIR INFLUENCE ON PREPAREDNESS DURING THE PANDEMIC

Maria Reynoso (University of La Verne)

17-12 A COVID-19 CRISIS: THE SHIFT TO ONLINE LEARNING AND ITS INFLUENCE ON EDUCATOR BURNOUT

Maria Reynoso (University of La Verne)

17-13 EXPLORING THE IMPACT OF TRAUMA-INFORMED ENVIRONMENTS ON STUDENT CLIMATE CHANGE ANXIETY

Abraham Willner-Martin, C. Nathalie Yuen (Evergreen State College)

17-14 STUDENTS' PERCEPTIONS OF TEAM-BASED LEARNING:
BENEFITS, DRAWBACKS, AND ENDURING FRIENDSHIPS.

Megan Dearie, Sarah Wheat, Michael Hout, Laura Madson (New Mexico State University)

17-15 THREE STRATEGIES FOR CONNECTING WITH STUDENTS
Rachel Baumsteiger (Cal Poly Pomona)

17-16 SOCIAL AND EMOTIONAL LEARNING IN HIGHER EDUCATION:
BUILDING COMPASSIONATE UNIVERSITIES

Evelyn Ojeda, Johanna Flores, Rio Becerril, Melody Villegas, Aiyana Castanon, Tatiana Pumacchua (California State Polytechnic University, Pomona)

17-17 BELONGINGNESS IN TEAM-BASED LEARNING

Lauren Stone, Sarah Wheat, LAURA MADSON, Michael Hout (New Mexico State University)

17-18 THE EFFECTS OF PARENTS EDUCATION LEVELS ON TEST
ANXIETY

Jaiden Seehoffer (California State University, Channel islands)

17-19 THE TRAUMA-INFORMED EDUCATION KNOWLEDGE SURVEY:
VALIDATION STUDY

¹Cass Ilchena, ¹Hannah Bartel, ²Tricia Bailey Sauve, ¹Jennifer Theule (¹University of Manitoba, ²Louis Riel School Division)

17-20 THE SESAME STREET PROJECT: HOW DO STUDENT
PERCEPTIONS DIFFER BETWEEN THEMED AND NON-THEMED
COLLEGE COURSES?

Abby McLaughlin (Occidental College)

17-21 THE BILINGUAL MIND; LEARNING TO READ IN SPANISH AND
ENGLISH CROSS-LINGUISTIC TRANSFER OF MORPHOLOGICAL
AWARENESS NSF REU

¹Noemi Diaz, ²Zahira Flores (¹University of California, Riverside, ²Heritage University)

17-22 THE EFFECTIVENESS OF UTILITY VALUE INTERVENTION IN
STATISTICS AND RESEARCH METHODS COURSES (**AWARD WINNER**)

Casandra Weber, Julie "Gwen" Thompson, Jacqueline Goldman (Oregon State University)

17-23 TEACHER FATIGUE: TIRED OR TEACHING TIRED?

Donna Beightol (University of La Verne)

17-24 EDUCATORS FATIGUE: HOW IS IT AFFECTING EDUCATION AND SHOULD IT MATTER?

Donna Beightol (University of La Verne)

17-25 THE EFFECTIVENESS OF COMPUTERIZED COGNITIVE TRAINING ON STUDENTS' COGNITIVE FLEXIBILITY: EVIDENCE FOR FAR-TRANSFER EFFECTS

¹Lisa Looney, ²Kevin Rosales, ¹Jennifer Bacon, ¹Emely Lugo, ¹Jasmin Escalante, ¹Karen Arteaga, ¹Eugene Wong (¹California State University, San Bernardino, ²Claremont Graduate University)

17-26 UTILIZING A SCHOOL-WIDE COGNITIVE TRAINING PROGRAM TO SUPPORT WORKING MEMORY FOR STUDENTS WITH LEARNING DIFFERENCES

¹Jennifer Bacon, ¹Lisa Looney, ²Kevin Rosales, ¹Frank Casella, ¹Valeria Gutierrez-Guzman, ¹Evelyn Vazquez-Rodriguez, ¹Eugene Wong (¹California State University, San Bernardino, ²Claremont Graduate University)

17-27 BEHAVIORAL AND DEVELOPMENTAL DETRIMENTS: POST PANDEMIC DIFFERENCES WITHIN ACADEMIC INSTITUTIONS

Kayla Ngo (University of La Verne)

17-28 AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN ACCEPTANCE OF A VIRTUAL AGENT-MENTORING PLATFORM AND COLLEGE STUDENTS' INTEREST IN STEM MAJORS AND CAREERS

Jadyn Gomberg, Yuko Okado, Angelica Aguirre (California State University, Fullerton)

17-29 FACULTY FRUSTRATION AND STUDENT DESPAIR: IMPACTS ON MENTAL HEALTH AND SOCIAL IDENTITY DURING COVID

Mark Barajas, Molly Dreher, Dylan Brownen (Saint Mary's College of California)

17-30 EXAMINING THE IMMEDIATE EFFECTS OF A GROWTH MINDSET INTERVENTION FOR COLLEGE STUDENTS

Elizabeth Carpenter (University of San Francisco)

17-31 THE EFFECTIVENESS OF COMPUTERIZED COGNITIVE TRAINING ON STUDENTS' PROCESSING SPEED: EVIDENCE FOR

FAR-TRANSFER EFFECTS

¹Kevin Rosales, ²Lisa Looney, ²Jennifer Bacon, ²Giselle Espino, ²Ivan Flores, ²Camille Rhyne, ²Eugene Wong (¹Claremont Graduate University, ²California State University, San Bernardino)

17-32 THE IMPACT OF SELF-ESTEEM ON INTENT TO LEAVE STEM THROUGH ACADEMIC RESILIENCE

¹Marlene Figueroa, ²Viviane Seyranian (¹California State University, Los Angeles, ²California State Polytechnic University, Pomona)

17-33 OBSTACLES AND BARRIERS LATINX STUDENTS FACE IN THE PURSUIT OF HIGHER EDUCATION

Lizbeth Salamanca, Ivan Carbajal (Oregon State University)

17-34 "I DON'T EVEN ALLOW THEM TO THINK THAT": BLACK STUDENTS RESILIENCE IN STEM

Brittany Young, Rebekah Williams, Andre Sherman (California State University, Sacramento)

17-35 FEELINGS OF BURNOUT AND RELATIONSHIP TO SELF DETERMINATION THEORY BASIC NEED FULFILLMENT

Lindsey Patton, Jennah Campbell, Jacqueline Goldman (Oregon State University)

17-36 EDUCATORS FATIGUE STUDY

Aracely Maturino (University of La Verne)

17-37 REACHING FOR THE STARS: A 21-YEAR LONGITUDINAL EXAMINATION OF THE CAREER DEVELOPMENT OF ACADEMICALLY GIFTED FEMALES

Fiona Fiebig (Pasadena City College)

17-38 THE EXPERIENCE OF NON-MINORITY STUDENTS MOTIVATION AND COST IN A FIRST-YEAR PHYSICS COURSE

Teaoni-Abcede Krause-Labat, Jacqueline Goldman (Oregon State University)

17-39 LENDING A HAND

Khoi Phan (University of La Verne)

17-40 TOUGHNESS

Khoi Phan (University of La Verne)

17-41 LATINX PARENTS' KNOWLEDGE AND PERCEPTIONS OF SOCIAL EMOTIONAL LEARNING

Johanna Flores (California State Polytechnic University, Pomona)

17-42 SOCIAL EMOTIONAL NEEDS OF STUDENTS IS CAUSING EDUCATOR FATIGUE

Vanessa Rodriguez (University of La Verne)

17-43 SUPPORTING STUDENTS' SELF-REGULATION AND LEARNING STRATEGIES WITHIN A FIRST-YEAR UNIVERSITY COURSE

Jessica Rourke, Jhotisha Mugon, Maria Iankilevitch, Louise Chim (University of Victoria)

17-44 PERSONAL AND ACADEMIC INTERNET USE EFFECTS ON ACADEMIC ACHIEVEMENT

¹Samira Galvan, ¹Elisha Arnold, ¹Brenda Rincon, ²Daisy Camacho-Thompson, ¹Diamond Bravo (¹University of California, Riverside, ²California State University, Los Angeles)

17-45 EDUCATORS FROM VARYING U.S. REGIONS AND PERCEPTIONS OF REMOTE TEACHING DURING COVID-19

Jenny Lam (California State University, Fullerton)

17-46 STUDYING TO THE BEAT: MUSIC LYRICS AS A RICH SOURCE FOR TEST ITEMS

Michael Flanagan (California State University, Bakersfield)

17-47 EVALUATION OF A COLLEGE ACCESS PROGRAM ACROSS 61 URBAN PUBLIC HIGH SCHOOLS

Christine Yeh, Jannete Acosta, Leilani Leon, Pamela Russell, Erin Serrano (University of San Francisco)

17-48 DO THEY GET THE JOB?: UNDERGRADUATES' PERCEPTIONS OF SKILLS AND QUALIFICATIONS ON RESUMES

Cecilia Mazariegos, Jennifer Dyer-Seymour, Sofia Christofi (California State University, Monterey Bay)

17-49 STUDENT MOTIVATION, ACADEMIC PERFORMANCE AND THE TRANSITION TO ONLINE LEARNING DURING THE COVID-19 PANDEMIC

Razelene Nicole Llorando (Dominican University of California)

17-50 NOW IT'S MY TURN: PROVIDING FINAL STUDENT FEEDBACK
Michael Flanagan (California State University, Bakersfield)

17-51 DIVERSITY TRAINING AND CONFIDENCE WORKING WITH
LGBTQ+ POPULATIONS

Joseph Eagle, Shianne Gregg, Jessica Stoltenberg (Alliant International University, Fresno)

17-52 THE USE OF EXAM RETAKE (WITHOUT FEEDBACK) AS A
LEARNING OPPORTUNITY FOR TEST-TAKING AND CURRICULUM
MASTERY

Lucy Cui (University of California, Los Angeles)

17-53 TRAINING IN THE BUSINESS OF PSYCHOLOGY IN DOCTORAL
CLINICAL PSYCHOLOGY PROGRAMS

Robert Pate, Veronica Regueiro (California Baptist University)

17-54 BILINGUALS' PERCEIVED WORKLOADS ON THE SPANISH
VERSION OF THE BOSTON NAMING TEST

¹Krithika Sivaramakrishnan, ¹Yvette De Jesus, ²Isabel Munoz, ³Adriana Cuello,
⁴Nataliia Lozano Acosta, ⁴Mariam Gomez, ⁴Diana Marina Reyes Maqueda, ¹Daniel
Walter Lopez-Hernandez (¹California State University, Fresno, ²California State
University, Dominguez Hills, ³The Linquist Insititute, ⁴Tecnológico de Monterrey,
Monterrey, ⁵Los Angeles Biomedical Research Institute)

17-55 THE EFFECTS OF BILINGUALISM ON THE CORDOBA NAMING
TEST

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Quinones, ³Carolina Garza Castaneda, ⁴Daniel Walter Lopez-Hernandez (¹California
State University, Fresno, ²California State University, Dominguez Hills, ³Tecnológico
de Monterrey, Monterrey, Nuevo Leon, Mexico, ⁴Los Angeles Biomedical Research
Institute)

17-56 VERBAL LEARNING AND MEMORY PERFORMANCE IN
BILINGUALISM

¹Krithika Sivaramakrishnan, ¹Yvette De Jesus, ²Krissy Smith, ³Carolina Garza
Castaneda, ⁴Daniel Walter Lopez-Hernandez (¹California State University, Fresno,
²California State University, Dominguez Hills, ³Tecnológico de Monterrey, Monterrey,
Nuevo Leon, Mexico, ⁴Los Angeles Biomedical Research Institute)

17-57 CREATIVITY, OPENNESS TO EXPERIENCE, AND COGNITIVE FLEXIBILITY AMONG BILINGUALS AND MONOLINGUALS

Jennifer Sandoval, Alessandra Macbeth (Azusa Pacific University)

17-58 CONTINUITY AND SCALE IN EARLY ENGLISH AND SPANISH VOCABULARY ASSESSMENT: INTRODUCING THE WEB-CCT

¹Matthew McArthur, ¹Nathan Soria, ¹William Wallace, ¹Max Frankel, ¹Stephanie Rowsell, ¹Amy Manescu, ¹Diego Leon, ²Tanya Paes, ¹Sara Schmitt, ¹Margaret Friend (¹San Diego State University, ²Purdue University)

17-59 YOUNG CHILDREN'S PREDICTIONS MAY HELP THEM 'FAST-MAP' NEW WORDS

Grace Roach (Santa Clara University)

17-60 THE INFLUENCE OF ACCULTURATION ON GUATEMALANS CORDOBA NAMING TEST PERFORMANCE

¹Isabel Munoz, ²Adriana Cuello, ³Krissy Smith, ³Chelsa McElwee McElwee, ⁴Santiago Espinoza Isaac, ¹Jill Razani, ⁵David Hardy, ⁶Alberto L. Fernández, ⁷Daniel Walter Lopez-Hernandez (¹California State University, Northridge, ²The Linguist Insititute, ³California State University, Dominguez Hills, ⁵Tecnológico de Monterrey, ¹Loyola Marymount University, ⁶Universidad Católica de Córdoba, ⁷Los Angeles Biomedical Research Institute)

DISTINGUISHED SPEAKER

10:45 AM - 11:45 AM Ballroom - Continuing Education Available

ADDRESSING IMPLICIT BIAS IN HEALTH CARE

Jeff Stone (University of Arizona)

Chair: Patricia Flynn (Loma Linda University)

Recent research suggests that whereas many people hold automatic or “implicit” intergroup biases (prejudiced attitudes and negative stereotypes), there is debate over the degree to which implicit bias relates to acts of discrimination, and about the degree to which implicit biases are amendable to change. I will present research from our lab that examines these issues in the context of health care. Our studies investigate the implicit nature of the biases that different health care providers hold toward various marginalized patient groups, the effect that provider bias has

on interactions with marginalized patients and their outcomes, and the results of workshops that teach providers about bias and bias reduction strategies they can use when they interact with marginalized patients.

Biography

Jeff Stone, Ph.D., is a University Distinguished Professor of Psychology and Psychiatry at the University of Arizona. Dr. Stone's research investigates the basic psychological processes underlying prejudice and stereotyping, stereotype threat, the reduction of intergroup bias, and mechanisms of attitude and behavior change. He has published dozens of peer-reviewed papers and book chapters on stereotyping, prejudice, and prejudice reduction, many of which document the bias processes that contribute to group-based disparities in health, higher education, and sports. In addition to the courses he teaches in the Department of Psychology, Dr. Stone leads regular workshops in the Health Sciences at the University of Arizona about the role of implicit bias for patient care, and has led workshops²⁶⁵ for health care professionals and students at the University of Alabama, Birmingham, the Wisconsin Public Health Nursing Association, the American Association of Colleges of Nursing, the Missouri Academy of Family Physicians, Texas State Health Services, and the The Society for Academic Emergency Medicine. Dr. Stone has also led workshops on intergroup bias for numerous academic audiences, including the STEM department chairs at Lehigh University, and at the University of Arizona for the Dean of Students Office, the Department of Management and Information Systems in the Eller College, the Department of Geosciences, the Department of Molecular and Cellular Biology, The Office of Student Transfer, Residential Life, and the Arizona State Museum.

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