27th Annual

UCLA

Psychology
Undergraduate
Research
Conference

May 4, 2018

Proceedings of
the 27th Annual UCLA

Psychology Undergraduate Research Conference

Friday, May 4th, 2018

Table of Contents

Dear Conference Participants:

Welcome to the 27th Annual UCLA Psychology Undergraduate Research Conference, sponsored by the UCLA Department of Psychology.

Our previous twenty-six conferences proved to be meaningful and exciting forums for undergraduates from UCLA and other colleges and universities to communicate their research activities with one another, both formally and informally. We hope that the present conference will continue to foster such enjoyable and stimulating interactions among undergraduates who share an interest in and commitment to research.

As with our previous conferences, we want this day to serve as a way of recognizing the indispensable role that undergraduate students play in the research enterprise. Not only would much less research be accomplished without your assistance, but doing research would be much less fun and rewarding for those of us who serve as your faculty and graduate student sponsors. Thus, we hope you will see this conference as a way for this department and your home departments to recognize the value of your assistance and to thank you for the vitality and enthusiasm that you bring to our shared research endeavors.

Sincerely,

Elizabeth Ligon Bjork
Professor and Faculty Sponsor

Acknowledgments

The UCLA Psychology Department expresses its deepest appreciation to the following individuals for their valuable help and creative input. Many individuals, not all of whom are listed here, made the 27th Annual UCLA Psychology Undergraduate Research Conference possible.

We would also like to express our gratitude to:

Conference Schedule

8:15 a.m.-9:15 a.m.: Registration and Breakfast for Presenters and Volunteers
        Bruin Reception Room

9:15 a.m.-10:15 a.m.: Poster Presentations
        Bruin Reception Room

10:45 a.m.-12:00 p.m.: Paper Talks
        3rd Floor Franz Hall Tower
        Room 3435
        Room 3534

Lunch

1:30 p.m.-2:30 p.m.: Poster Presentations
        Bruin Reception Room

2:45 p.m.-3:45 p.m.: Poster Presentations
        Bruin Reception Room

4:00 p.m.-5:00 p.m.: Reception for Presenters and Volunteers
        Bruin Reception Room

Poster Session

9:15a.m. to 10:15a.m.
Bruin Reception Room

Presenters:

Brianna Andrade	Diana Ho	Marina Rakhilin
Genevieve Barroll	Saisriya Kolli	Xiaotong Ren
Amy Bichlmeier	Arianna Lane	Cameron Ryczek
Brandon Carone	Ha-Yoon Lee	Rishita Sanikommu
Albert Cheng	Sophie Lee	Rachel Semple
Jonathan Cloughesy	Rosa Lutz	Nathaniel Sichter
Milagro Escobar	Julia Ma	Michaela Marie G. Tiglao
Jill Gaines	Tanvi Mamtora	Alejandra Torres
Esmeralda Galvan	Sybile M. V. Moser	Dominic Tran
Casandra Gomez Alvarado	Leoneh Ohanian	Anna Rachel Valdez
Nancy Gomez Juarez	Bethanie Railling	JoAnna Yortiss

Language Ability and Student-Teacher Relationships of Children with Autism Spectrum Disorder: The Moderating Role of Classroom Characteristics and Child Externalizing Behavior

Kimberly Aguilar, Brianna Andrade, Barbara Caplan, C.Phil & Jan Blacher, Ph.D.

University of California, Los Angeles

Children diagnosed with autism spectrum disorder (ASD) present deficits in social communication (APA, 2013). Communication impairments can result in challenging behaviors (Chiang, 2008), that make forming positive student-teacher relationships (STRs) difficult (Blacher et al. 2014). Quality of STRs may also be influenced by classroom characteristics (Baker, 2006). The present study will first examine the relationship between child language and STRs in terms of closeness, conflict, and dependency. We will then examine if the relationship between child language and STRs is moderated by classroom size and child externalizing behavior. Participants (N=146) come from Smooth Sailing, a longitudinal study of school transitioning for children (ages 4 to 7 years) with ASD. Child language and STRs were measured using the Comprehensive Assessment of Spoken Language, and Student-Teacher Relationship Scale, respectively. We hypothesize lower child language will be associated with poorer quality STRs. Further, we hypothesize this relationship will be strongest in larger classrooms and for children with higher levels of externalizing behaviors. Findings may inform multilevel school interventions.

Parenting Stress and Child Anxiety in Military Families

Genevieve Barroll, Michael Sheley, Ruth Ellingsen, Ph.D., & Patricia Lester, M.D.

University of California, Los Angeles

The relationship between parental and child psychopathology in military families has been researched extensively. It has been suggested that parental depression may increase risk of children developing psychopathologies (Zalta et al., 2017), and also that parenting stress has a negative effect on children's psychosocial skills (Flake et al., 2009). However, no known research has examined the relationship between parental stress and child anxiety in military families. The present study included primary caregivers in military families (N=191) and their children (ages 3-6). Primary caregivers completed the Parenting Stress Index (PSI; Abidin, 2012) and the Spence Children's Anxiety Scale (SCAS; Spence, 2000). There was a significant positive correlation between PSI and SCAS scores (r=.39, p<001) suggesting that parenting stress experienced by primary caregivers in military families may predict anxiety in their young children. Implications and future directions will also be presented.

Relationships Between Membership in Greek Organizations and Mental Health Outcomes

Amy Bichlmeier & Jay Bettergarcia, Ph.D.

California Polytechnic State University, San Luis Obispo

Depression and anxiety have been found to be the most prevalent mental health issues facing undergraduate college students. Social support has been identified as a protective factor against these issues. Greek-lettered organizations claim to provide friendship and support to their members, and previous research suggests that living in a Greek chapter house may reduce symptoms (Burn, 2015). The present study surveyed 103 undergraduate students, both Greek members and non-members, with assessments on depression, anxiety, and perceived social support. We hypothesize that there will be a negative correlation between perceived social support and both depression and anxiety. We also hypothesize that there will be significantly lower scores of depression and anxiety in 3rd and 4th year Greeks compared to non-Greeks. Preliminary data analysis of the MSPSS assessment shows that Greek members have significantly higher social support on the friend subscale, however not on the significant other or family subscales. These findings will expand knowledge on which modes of social support combat mental health concerns, and will benefit Greek organizations in providing resources to their members.

Effects of Music on Proactive Interference

B. J. Carone, J. M. Schorn, & A. D. Castel

University of California, Los Angeles

Effect of Infant Language Background on Gaze-Following Ability and Productive Vocabulary

Albert Cheng, William M. Tsai, Christina Schonberg, & Scott P. Johnson

University of California, Los Angeles

Sitting Down: A Self-Regulation Intervention to Facilitate Recurrent Mindfulness Meditation Practice

Jonathan Cloughesy, Alissa Mrazek, Ph.D., Michael Mrazek, Ph.D., & Jonathan Schooler, Ph.D.

University of California, Santa Barbara

Although people constantly rely on their memory, they may not always use efficient strategies to remember information. Proactive interference, a phenomenon in which previously learned information hinders our ability to learn new information, leads to decreases in memory performance for newly learned information (Wickens et al. 1976). Proactive interference has been found to be eliminated by categorical changes; however, to date it remains unclear how proactive interference may be affected by the presence of music. The present research investigates whether changing the genre of music played during memory encoding is a sufficient categorical change to release proactive interference. Participants completed four memory trials in which they were presented with 3 names of different fruits, completed a short distraction task, and then recalled the names. Given the previous findings that categorical changes can release proactive interference, we hypothesize that changing the genre in the last memory trial will cause a release as well. This research will further our understanding of the interplay between music and memory, and may allow us to utilize music for better memory retention.

Infants' language background has been observed to affect their attention to referential cues. Beginning at 24 months, bilinguals exhibit a higher ability than monolinguals to effectively interpret nonverbal referential cues (e.g., gaze-following) to gather information (Yow & Markman, 2011). Gaze-following in infancy has also been found to relate to receptive vocabulary growth (Brooks & Meltzoff, 2005). Currently, we are interested in whether the ability to interpret referential cues such as gaze-following relates to an infant's productive vocabulary size as well. Thus, we are conducting an ongoing longitudinal study assessing monolingual (n = 16) and bilingual (n = 14) children's performance on gaze-following tasks at two time points (24 months and 27 months) as well as their English and non-English productive vocabularies, measured through parent-report vocabulary checklists. Based on previous findings showing bilinguals' better social cue recognition and a positive correlation between social cue attendance and vocabulary growth, we predict that bilinguals will perform better on the gaze-following tasks and possess larger overall productive vocabularies across both time points.

The meteoric rise of mindfulness meditation in Western society has left numerous individuals with the intention to begin their own meditation practice. Yet such intentions do not always translate into a regular and sustained practice. This experiment investigates a novel self-regulatory intervention, drawing from motivation and self-regulation principles, in its ability to facilitate the development of a regular and sustainable mindfulness meditation practice among undergraduate students with no prior mindfulness experience. All participants were taught fundamentals of mindfulness meditation through a lab-created digital mindfulness crash course. Participants assigned to the experimental condition then underwent a personalized self-regulatory intervention. Frequency of mindfulness meditation practice over four weeks was recorded using a mobile application. Results, limitations, and implications for the development of mindfulness training programs will be discussed.

Value Harmony & Marital Relations: How Partner Value Differences Lead to Separation and Divorce

Milagro Escobar, Patricia Greenfield, Ph.D.

University of California, Los Angeles

Despite nearly half of all marriages in the United States ending in separation or divorce (Brown & Lin, 2010), the role of partner value differences remains an understudied area in psychology. The current study aims to fill this gap. One hundred eighty-five undergraduate UCLA students completed an hour-long questionnaire. Participants made three judgments about their own parents' value compatibility: (1) an overall judgment about parental value compatibility, (2) perception of parental value agreement in response to two separate social dilemma scenarios, each requiring a choice between a more individualistic and a more collectivistic resolution. Chi-square tests showed a significant association between perceived value disagreement and divorce for each of the three measures. These results suggest that values impact people's beliefs and practices in marital relations, which can, unfortunately, end in separation or divorce if values differ between partners. On the other side of the coin, the results also suggest that value compatibility is an important factor in a successful marital relationship.

The Comparative Effect of Prenatal Risk, Postnatal Risk, and Socioeconomic Status on Executive Functioning in Foster and Adopted Youth

Regina Brodell, Christen Cheng, & Jill Gaines

University of California, Los Angeles

Pre- and postnatal risk and lower socioeconomic status have been found to be associated with lower executive functioning, (Pechtel & Pizzagalli, 2010; Hackman et al., 2015) but there is a lack of literature on how these risk factors comparatively affect executive functioning. Youth adopted from foster care often possess all three categories of risk factors, making comparative assessment important. Also, adoption into a higher SES may buffer the effects of pre- and postnatal risk. The present study examines the comparative effect of prenatal risks (prenatal substance exposure, low birth weight), postnatal risks (maltreatment, number of placements, age at placement), and SES on executive functioning among foster and adopted youth. Executive functioning was measured 5 years post-adoption using the NEPSY executive function and attention subscale among a sample of 82 children (53% males; M age = 7.76) adopted from foster care. A multiple linear regression revealed that lower birth weight (β = .60, p < .001) and more placements (β = -0.39, p = 0.04) were significantly associated with lower executive functioning. The research and clinical implications of these findings will be discussed.

Understanding the Role of Racial Centrality in the Endorsement of Colorblind Socialization

Charisse Battey, Christine Smith, Miguel Enguidanos & Esmeralda Galvan

University of California, Santa Cruz

This study examines how students' racial centrality influences their endorsement of colorblind socialization. Racial centrality describes how important racial identity is to people's self-concept (Ashmore et al., 2004). Colorblind socialization is the idea that race should be disregarded in society (Byrd, 2017). Based on previous research, we hypothesized that students who have less racial centrality will have more colorblind socialization. Through a latent class analysis we identified three groups and used ANOVA to test if there were group differences. Group 1 was less likely to be first-generation and lower in colorblind socialization. Group 2 was more likely to be Asian, first-generation, and the highest in colorblind socialization. Group 3 was highest in social class, more likely to be first-generation and in the middle for colorblind socialization. This study has real-world applications as research has indicated that Asians tend to reject their culture, so that they can assimilate into the dominant culture (Wijeyesinghe et al., 2012). Therefore, future research should examine how institutions may be vehicles for the endorsement of colorblind ideologies and cultural exclusion.
.

The Influence of Emotion Regulation on Children Exposed to Early Life Stress

Casandra Gomez Alvarado, Joao Guassi Moreira, Emilia Ninova, & Jennifer Silvers

University of California, Los Angeles

Evidence suggests that profoundly stressful early life experiences make youth more vulnerable to developing mental health disorders such as depression. A potential buffer against such vulnerability could be having parents with high quality emotion regulation skills. It seems that high quality emotion regulation in parents could lead them to engage in parenting practices that improve their children's emotion regulation. In this study we will focus on how parental emotion regulation influences depression in children who were exposed to early life stress (ELS) in the form of orphanage care. Children and their adoptive parents will be invited to our laboratory where they will complete an emotion regulation task and questionnaires assessing depressive symptoms. We predict that parents who regulate their emotions more effectively will have children with lower depression ratings and vice versa. This research could aid the development of clinical interventions that provide parents with resources to promote emotion regulation skills in ELS-exposed youth.

Media and the Imperfect Mirror of Body Image: The Media's Role in Promoting Positive Body Image

Nancy Gomez Juarez, Erin C. Standen, & A. Janet Tomiyama, Ph.D.

University of California, Los Angeles

Overweight people tend to be the victims of stigmatization due to society's emphasis on the thin-ideal. Mass media (advertisements, magazines, and television) may promote negative body image. A 2 (heavier vs. thin mock Sports Illustrated model image) x 2 (positive body image message vs. no message) between-subjects randomized experiment tested the hypothesis that viewing a heavier model and a positive message would lead to better body image and lower antifat attitudes. Participants (n=280) were exposed to one of the four image conditions and completed the Body Image States Scale and the Fat Phobia Scale. Results indicated no interactions across conditions, but instead revealed main effects wherein those who viewed the heavier model had better body image (p=.04). However, counter to our hypothesis, those who viewed the heavier model had higher antifat attitudes (p<.000), suggesting that perhaps downward social comparison processes were activated. Antifat attitudes and weight stigma have known negative consequences, and therefore future studies should empirically test stigma reduction interventions.

Moderators of Varenicline in Treatment for Daily Smokers

Diana Ho, ReJoyce Green, M.A., & Lara A. Ray, Ph.D.

University of California, Los Angeles

Varenicline is an FDA approved smoking cessation medication. Varenicline has been shown to reduce subjective craving for cigarettes and relieve nicotine withdrawal symptoms, however, potential moderators of varenicline's effects are still being explored. Greater impulsivity and anhedonia have been associated with poorer smoking cessation outcomes. Therefore, the current study examined if impulsivity and anhedonia moderate the effect of varenicline on subjective craving for cigarettes. A sample of non-treatment seeking daily smokers (n=37) were randomized to 10 days on varenicline and matched placebo. Participants then completed a measure of subjective craving for cigarettes (TCS, Tobacco Craving Scale), and self-report indicators of impulsivity (BIS-11, Barratt Impulsiveness Scale) and anhedonia (SHAPS, Snaith-Hamilton Pleasure Scale). Analyses revealed varenicline to reduce subjective craving for cigarettes (p=0.02), compared to placebo, however, there was no moderations of this effect by impulsivity (p=0.42) or anhedonia (p=0.43). These results suggest that while varenicline reduces cigarette craving, this relationship is not affected by impulsivity nor anhedonia.

Uncertainty-Induced Neuroadaptations in the Striatum, Basolateral Amygdala, and Orbitofrontal Cortex

Saisriya Kolli, Alexandra Stolyarova, & Alicia Izquierdo, Ph.D.

University of California, Los Angeles

Decisions are guided by the outcomes of choices made in the past, yet the effects are rarely fully predictable. Here, we examined the neural adaptations that occur in the orbitofrontal cortex (OFC), basolateral amygdala (BLA) and dorsal striatum in response to long-term exposure to reward timing uncertainty. Rats were trained to nosepoke a touchscreen for delayed sucrose pellets (μ=10s) over a period of three months. Three groups of rats experienced different reward timing: certainty (σ= 0s), low variability (LV, σ= 2s), and high variability (HV, σ=4s). Following behavioral testing, immunohistochemistry was conducted to quantify the differences in protein expression. To probe changes in the balance of pathways important for response selection, we assessed dopamine (D1, D2) receptors in the dorsal striatum. To assess excitability changes in OFC and BLA, we assessed glutamate (GluN1) and gephyrin receptors. D1 receptors were upregulated by LV, but downregulated by HV. Furthermore, D2 receptors were downregulated by HV compared to the certainty. Data collection of gephyrin and GluN1 are ongoing. Neuroadaptations following uncertainty exposure may affect future free choice behavior.

Linking Daily Language to Self-Reported Mood and Depressive Symptoms in Men and Women

Arianna Lane, Olivia Shin, Sarah Barrett, Sohyun Han, Yehsong Kim, Corey Pettit, Adela Timmons, & Gayla Margolin, Ph.D.

University of Southern California

Research on gender differences in language suggests that women use more positive emotion words while men use more anger words (Mehl & Pennebaker, 2003). The present study examined language patterns among men and women in daily life as they related to self-reported mood and depressive symptoms. For one day, 72 dating couples carried smartphones that recorded audio conversations, which were transcribed and analyzed with Linguistic Inquiry and Word Count (Pennebaker, Francis, & Booth, 2001). Participants completed hourly surveys assessing mood as well as the BDI-II, a measure of depressive symptoms (Beck, Steer, & Brown, 1996). T-tests indicated that women (M=.18, SD=.17) used more sadness words than men (M=.14, SD=.12), t(69)=2.02, p<.05. Men (M=.75, SD=.7) used more swear words (M=.47, SD=.37), t(69)=-3.30, p<.01 and anger words (M=.93, SD=.75) than women (M=.74, SD=.50), t(69)=-2.14, p<.05. For men but not women, depressive symptoms were positively correlated with swear words (r=.55, p<.01) and anger words (r=.57, p<.01). Results suggest gender differences in the expression of negative mood states in daily life. Men's language use may be more closely tied to depressive symptoms.

Sex Differences in Marijuana-Related Consequences in Polysubstance-Using College Students

Ha-Yoon Lee, Giselle Burges, Nicole Fossos-Wong, Krista Dashtestani, Jason R. Kilmer, Ph.D., Mary E. Larimer, Ph.D., Christine M. Lee, Ph.D., & Irene M. Geisner, Ph.D.

University of Washington, Seattle

With recent legalization of recreational marijuana use in states across the country, rates of marijuana use among college students are climbing. Marijuana is one of the most heavily used drugs among young adults, and the literature on sex differences in consequences of marijuana use is sparse. This study examined sex differences in marijuana-related negative consequences among college students. Data were collected as part of a larger study from students (n=341) across 9 campuses who indicated past year non-medical use of prescription stimulant medication. Participants reported past year frequency of marijuana use and related consequences using the Rutgers Marijuana Problem Index. We found that among women, marijuana use frequency was unrelated to them making decisions they later regretted. Conversely, among men, more frequent marijuana users reported this consequence more than all other groups, whereas less frequent male marijuana users reported this consequence the least (t=2.01, p<.05). Differences in consequences from marijuana use may have implications for intervention efforts for male and female students.

Can Pavlovian Conditioning Promote Healthy Comfort Eating and its Capacity to Improve Mood?

Sophie Lee, Charles Vatanatham, & William Mo

University of California, Los Angeles

Nearly 40% of Americans overeat or eat unhealthy foods due to stress (APA, 2014). Given that comfort foods are often high-calorie/fat foods, this behavior may have damaging impacts on obesity, diabetes, and hypertension. To reduce these risks, this novel experiment aimed to instead promote comfort eating of healthy foods (i.e., fruits) using Pavlovian conditioning. For 7 days, 100 chronically stressed participants were randomly assigned to repeatedly either: (a) pair Progressive Muscle Relaxation (PMR) and fruit consumption together (intervention); or (b) complete these activities separately (control). After the intervention, mood was measured in the lab before and after eating fruit. Then, participants tracked their food intake for 4 days using the MyFitnessPal app. Although we hypothesized that the intervention group would show higher fruit intake than controls, fruit intake did not differ ($p = .70$). However, eating fruit in the lab elicited a greater reduction in negative mood among intervention versus control participants ($p < .05$). Thus, conditioning may be used to improve the comforting capabilities of healthy foods but may not necessarily cause people to eat more of them.

Factor Analysis of Psychiatric Symptoms in Bipolar I, Schizophrenia, and Schizoaffective Disorder

Julia Ma, Andrea Ng, & Maxwell Mansolf

University of California, Los Angeles

There is ongoing debate on whether bipolar disorder, schizophrenia, and schizoaffective disorder are distinct disorders, as a growing body of evidence suggests that these disorders may instead exist along a continuum (Cosgrove & Suppes, 2013). As part of the Whole Genome Sequencing of Psychiatric Disorders consortium, we sought to identify sets of symptoms (e.g., mania, depression, psychosis) that represent dimensions of symptomatology to be used in future genetic analyses instead of categorical diagnoses. Data were collected at multiple sites in the United States, and include large samples of bipolar, schizophrenic, and schizoaffective patients, family members of patients, and healthy controls. Using factor analysis and factor alignment (Muthén, 2014), we identified and compared dimensions of symptomatology across diagnoses. Preliminary analyses show that these groups have similar factor structures and that symptoms normally attributed to certain disorders are common in others (e.g., psychosis in bipolar disorder), suggesting that these disorders may exist along a spectrum, rather than as distinct categories.

An Allele Regulating the Endogenous Opioid System Does Not Correlate with Reward-Related Eating

Tanvi Mamtora, Emma Schopp, Jenna Cummings, & A. Janet Tomiyama, Ph.D.

University of California, Los Angeles

Single nucleotide polymorphisms, commonly known as SNPs, can correlate with various human behaviors. One such SNP is the G allele of the OPRM1 gene; this gene regulates the endogenous opioid system in the brain. Having the G allele can correlate with greater frequency of reward-related behavior. Specifically, studies show that those with the G allele receive greater stimulation from alcohol intake. However, little is known about whether those with the G allele are also more sensitive to food. We hypothesize that individuals who have the G allele will self-report high levels of reward-related eating behavior, indicating that they are more sensitive to food. This would correspond with research showing that food activates the endogenous opioid system in the brain similar to alcohol. A sample size of 150 individuals completed surveys related to their eating behavior and provided a saliva sample genotyped for presence of the G allele. Results indicated no significant correlation between the presence of the G allele and reward-related eating behavior. This dissociation indicates that there is a need for further research into other brain reward pathways associated with food intake.

The Trouble with Thankfulness: Nonsocial Gratitude Does Not Mediate Risk-Taking Behaviors

Sybile M. V. Moser

Sierra Nevada College

Non-social gratitude refers to thankfulness for life circumstances (e.g., possessions, employment status; Hopper, 2018). The current study explored potential links between non-social gratitude priming and risk-taking behavior. A risk assessment, in the form of a "choose your own adventure" (CYOA) story, was designed with the purpose of masking risk-related concepts from participants. CYOA measure validity was established with pilot data from 9 participants showing a strong correlation (r = .957) between CYOA and Investment Risk Tolerance Assessment (Grable & Lytton, 1999) scores. Participants (n = 60; 30M, 30F) from a small liberal arts college were selected via convenience sampling and randomly assigned to either priming via timed gratitude listing or exposure to a crossword unrelated to gratitude and, then, completed the CYOA measure. A two-way ANOVA showed no evidence (p = .334) gratitude priming impacted risk, however, female participants showed lower CYOA scores than males (p = .008). Despite observations of gender differences, priming with gratitude does not impact risk-taking behavior. Future research could examine bearings of social gratitude on risk-taking behavior.

Early Life Stress and Working Memory: More than a Precursor to Depression

Leoneh Ohanian, Elena Peterson, & Roselinde H. Kaiser, Ph.D.

University of California, Los Angeles

Extensive research indicates that early life stress (ELS) predicts increased depression, and that both ELS and depression are associated with impaired working memory (WM; Pechtel & Pizzagalli, 2011). However, few studies have examined the effects of ELS on WM in the absence of depression. In this ongoing study (N = 141), we examined the effects of ELS and depression on accuracy and response time during a spatial WM task. Preliminary results of regression and post-hoc correlation analyses indicated that individuals with a history of childhood emotional abuse were less accurate on the WM task, regardless of depressive symptoms (ÃŸ = -.22, p = .09), specifically on trials requiring updating of no-longer-relevant information. Furthermore, individuals with high levels of depressive symptoms were faster to respond (ÃŸ = -.18, p = .05), regardless of ELS, specifically on trials signifying "false alarms" (and were also less accurate for these trials). These results indicate that childhood emotional abuse and depressive symptoms may each have effects on WM but in different ways. This implies that ELS, particularly childhood emotional abuse, may be more than just a precursor to depression.

Community College Transfer Student Experiences

Bethanie Railling, Dr. Erin Godfrey, & Chrissy Campo M.A.

New York University

Community college transfer students (CCTS) make up 33% of the student body at four year universities.Yet, attrition for CCTS is 20% higher than traditional students.CCTS are at greater risk for poor academic and socioemotional outcomes.Faculty-student relationships and class experiences foster students' sense of belonging and, in turn, improve academic and socioemotional outcomes.However, these important levers of change are rarely studied for CCTS.The current study examines if, for CCTS: faculty-student relationship quality, classroom comfort, and peer academic support predict sense of belonging and academic and socioemotional outcomes and if sense of belonging mediates these associations.CCTS at a private university completed a survey about their experiences.Multiple regressions will assess associations between all study constructs.SPSS process macro will assess if sense of belonging mediates associations between each predictor and academic and socioemotional outcomes.Findings add to the literature on CCTS, deepen our understanding of factors that influence academic and socioemotional well-being and provide practical guidance for universities to foster CCTS' sense of belonging.

Mindfulness and Experiential Avoidance

Marina Rakhilin, Lara Vujovic, & Heather Urry, Ph.D.

Tufts University

Cognitive Task Harmonization for Genetic Studies of Psychiatric Disorders

Xiaotong Ren, Yifei Shen, & Maxwell Mansolf

University of California, Los Angeles

Visuospatial Abilities Assessed Through an Object Rotation and Perspective Taking Task

Cameron A. Ryczek, Michelle Yu, Stephanie A. Menjivar-Quijano, Kristina Gjika, Andrea Castillo, Alec James, Ryan Renner, & Murray R. Horne

California State University, East Bay

Previous research suggests that mindfulness holds promise as a treatment for anxiety-related disorders because it aids individuals in lowering their experiential avoidance (EA). In other words, mindfulness helps individuals approach anxiety-inducing stimuli, thus allowing for extinction of the fear response. The current study is a partial replication of a previous study (Carlin & Ahrens, 2014) designed to investigate whether engaging in a brief mindfulness induction may result in decreased avoidance behavior. Undergraduate students were randomly assigned to listen to focused breathing audio or mind-wandering audio. They were then shown a fear-inducing clip. This study expands previous research by measuring avoidance behavior via three distinct indicators: persistence in a frustrating math task, willingness to repeat the frustrating math task, and latency before starting the math task. This study explores two questions: 1) whether a mindfulness induction inhibits experiential avoidance across all three aforementioned markers of EA, and 2) whether trait mindfulness moderates the effect of a mindfulness induction on experiential avoidance.

Harmonization, a statistical technique to determine if variables in different samples can be treated as equivalent, is a key step in integrative data analysis (IDA; Hussong, Curran, & Bauer, 2013), an alternative to meta-analysis in which raw data are combined across studies. In this study, we used R to harmonize data from a battery of cognitive tasks, including digit span, vocabulary, and verbal learning tasks, collected in two samples of psychiatric patients and family members in Colombia and Costa Rica. Existing harmonization approaches using factor analysis are not applicable to these data; instead, we compared distributions, descriptive statistics, and correlations of the task variables and covariates (e.g., age, sex, diagnosis) across the two samples. These analyses are part of the Whole Genome Sequencing of Psychiatric Disorders consortium, a multi-site collaboration that aims to identify the genetic roots of psychiatric disorders using IDA. Our results will be used to determine which task variables can be treated as equivalent when data are pooled for genetic studies and to inform best practices for harmonization when factor analytic approaches cannot be used.

Visuospatial ability refers to one's aptitude to observe spatial relationships among objects in their environment and to manipulate those relationships efficiently. A three-dimensional, 6 X 6 matrix, rotation task was developed to assess object rotation and perspective taking abilities. The task was developed with two variations, mental-object and mental-self rotation. Mental-object rotation requires participants to rotate the matrix 90 or 180 degrees, clockwise or counterclockwise; mental-self rotation requires participants to reposition the object so that the participant's view matched a confederate's view. Experiment 1 had participants complete both variations of the task and a main effect of gender was revealed. Experiment 2 further assessed mental-self rotation and found a gender effect on latencies. In all significant effects, females had slower latencies and higher error rates than males. These findings are consistent with previous object rotation tasks where females tend to perform poorer than males. With the results of the mental-self rotation also providing support for gender differences, there is a high likelihood this may reflect a person's perspective taking ability.

Meta-Analysis of the Bilingual Language Network

Rishita Sanikommu, Lindy Comstock & Jesse Rissman, Ph.D.

University of California, Los Angeles

Whether bilinguals and monolinguals share a language network remains a persistent question in the literature. Given potential confounds based on discrepancies in fMRI task designs, this question may be best answered by means of a meta-analysis. To date, the bilingualism fMRI literature includes just three meta-analyses (Indefrey et al., 2006; Sebastian et al., 2009; Luk et al., 2011). With the proliferation of bilingual neuroimaging studies in recent years, substantially more data is available. Recent studies suggest differences in bilinguals' language network may be related to age of acquisition and proficiency (e.g., Abutalebi, 2008), the first of which persists across the lifespan, whereas the second diminishes as skill level increases. A contrary hypothesis suggests a bilingual's first language always involves low-level processing and the second engages high-level processing (Hernandez, 2009; Hernandez & Li, 2007). Our proposed meta-analysis will investigate which findings hold across tasks, which are task-specific, and if relevant ROIs outside the traditional language network have been neglected. We will present a subset of the data involving semantic judgement tasks.

Emotional Reactions to Literature Depend on Trauma History and PTSD

Spencer B. Knowlton, Melissa D. Margolis, Rachel D. Semple, Matthew O. Kimble, Ph.D., & Kelly A. Bennion, Ph.D.

California Polytechnic State University, San Luis Obispo

Although trigger warnings in academia (statements that warn individuals about disturbing material) allow trauma survivors to avoid distressing content, some argue that such avoidance behavior deters recovery. Despite this, little research has investigated whether emotionally provocative content is likely to cause distress in students, and whether this differs depending on trauma history. Participants (N = 79) read a passage from Toni Morrison's novel, The Bluest Eye, that contained potentially emotionally triggering content (physical and sexual assault). They also completed questionnaires about trauma history, PTSD status, and a PTSD checklist assessing symptoms related to the passage at three time points: immediately, 2 days, and 14 days after reading. Results showed main effects of PTSD and trauma type: Those with PTSD and those with a related trauma (physical or sexual assault) reported more symptoms in response to the passage than those without. This research suggests that despite trigger warnings, these individuals may experience increased emotional distress due to passage exposure, which has implications for teaching emotionally provocative literature in the classroom.

Nutrition and Anemia in Lao Children: Determining Contextual Influences

Nathaniel Sichter, Dorianne Wright, & Jeffrey Measelle, Ph.D.

University of Oregon

Adequate nutrition from conception until a child's fifth birthday has a profound impact on a child's ability to grow, learn, and thrive. Limited access to diverse foods, lack of health care, and unsanitary conditions are just some of the factors that may contribute to under-nutrition in young infants and children (Müller & Krawinkel, 2005). Anemia – a condition marked by reduced hemoglobin concentration –can be caused by poor diet and exacerbated by infectious diseases and various social factors (Kotecha, 2011). The goal of the present study was to examine the link between Lao children's nutritional profile and clinical levels of anemia, and to determine whether contextual factors such as SES, ethnicity, cleanliness of the home, and child's health status moderate this association. We hypothesized that malnourished infants would show higher rates of anemia. We also predicted that an association between infant malnutrition and anemia would be strongest among the poorest and ethnically marginalized families. Additionally, we predicted that infants in less sanitary households would be both more anemic and have a greater incidence of infectious diseases given weakened immunities.

A Family's View of Child's Work: Filipino Children Working on the Streets and their Parents

Domijoe B. Bulan, Ma. Monica Victoria L. Gamboa, Michaela Marie G. Tiglao, & Mendiola Teng-Calleja, Ph.D.

Ateneo de Manila University, Philippines

In the Philippines, children turn to the streets to work for their family's survival. Current studies on the lives of working street children focus on their general narratives, coping mechanisms, and self-concepts but gloss over the impact of work on their family lives. This research aimed to understand how Filipino children working in the streets and their parents construct meanings of the child's work and how the child's work alters family relationships. Through a multi-case study analysis, three Filipino families were interviewed and their results analyzed using Braun and Clarke's (2006) thematic analysis. Results were then interpreted using Bowen's (1978) Family Systems Theory and Carandang's (1981) Rubic's Cube Approach. Findings show that work is seen as: supporting the family; an activity; inferior to parents' work; an expression of autonomy; and an aid to the child's development. The findings may be useful in the creation of support mechanisms for families with working children, and hope to contribute to the current literature on street children by introducing a family perspective, important in countries like the Philippines where family is a core value.

Perceived Barriers to Accessing Community Resources for Youth and Families with Mental Health Needs

Alejandra Torres, Alayna L. Park, Wendy Chu, Glory Oh, & Bruce F. Chorpita

University of California, Los Angeles

Community resources for youth and families (e.g., youth programs, help centers) have been associated with a myriad of positive benefits including decreased academic failure and psychopathology. As such, these resources may be particularly beneficial for youth with mental health needs who may be vulnerable for reduced functioning. This study explored mental health providers' perceptions of their youth clients' use of community resources. Data were collected from 55 providers who were asked, "Do you feel there are adequate resources in the community to support the mental health needs of underserved consumers and families?" Providers' responses were coded to categorize perceptions about prevalence of community resources and barriers to accessing such resources. Preliminary results showed that 53% of providers felt there were not adequate community resources for youth, and that providers often mentioned access barriers (79%), organizational/structural barriers (42%), social/cultural barriers (26%), and physical barriers (21%). Findings highlight the many challenges that prevent youth with mental health needs from accessing and thereby benefitting from community resources.

The Relationship Between Stress and White Matter Microstructure on Risky Decisions

Dominic Tran, Jessica Uy, & Adriana Galvan, Ph.D.

University of California, Los Angeles

Adolescence is characterized by risky decision-making and elevated physiological response to stress relative to other groups. Prior research shows that adolescent males exhibit a stress-related decrease in prefrontal activation when making risky decisions from high stress to low stress while adult males maintained prefrontal activation when making risky decision-making across stress conditions (Uy & Galván, 2017). Extending this research, the present study examines whether maturing white matter microstructure may underlie stress-related decision-making in adolescents. 22 adolescents (15-17 years) and 23 adults (25-30 years) completed two fMRI visits during which they performed a decision-making task: once each when they reported a high and low stress level. Tract-Based Spatial Statistics (TBSS) were used to examine fractional anisotropy (FA). Preliminary analyses reveal that adults showed greater FA in various tracts compared to adolescents. Controlling for age, lower FA were associated with more disadvantageous decisions under low and high stress conditions. Results suggest that maturing white matter structure may underlie increases in adolescent risky decision-making.

Examining Ethnic Differences in Reported Negative Affect Following a Depressive Rumination Induction

Anna Rachel Valdez, Gerald Young, & David Matsumoto, Ph.D.

San Francisco State University

Depressive rumination among European Americans (EA) has been linked with high levels of negative affect. However, compared to EA, recent studies have suggested that depressive rumination tendencies are significantly less associated with negative affect among Asian Americans (AA). The current study examined whether experimentally inducing depressive rumination among EA and AA would produce differences in reported negative affect. EA (n = 37) and AA (n = 40) depressively ruminated and reported their levels of rumination and negative affect before and after the induction. Surprisingly, the groups reported similar increases in negative affect. However, the link between the reported change in rumination and change in negative affect was .40 and .10 among EA and AA, respectively. Although this difference was not significant, it suggested that depressive rumination and negative affect may not be as strongly coupled for AA. Other factors may account for their reported increase in negative affect. Future studies should investigate mechanisms that might help to explain these ethnic differences.

Telepresence Openings: Approach Paths and Dialogue Timing

Rosa Lutz, Katherine Hsiao, & Akim Williams

University of California, Santa Cruz

Telepresence robots are becoming an increasingly popular mode of attending work, conferences, and other interpersonal events remotely. In the present research, we explore basic interactions between humans and telepresence robot users. Two variables are manipulated: the direction from which a local person is approached by the telepresence robot, and whether conversations are opened before or after the approach. For the "front" and "back" conditions, the robot will approach the participant from the front, and from the back, respectively. For the pre- and post-dialogue conditions, the robot will begin dialogue before approaching the participant, and after approaching, respectively. There will be four conditions: 1) front pre-approach dialogue, 2) front post-approach dialogue, 3) back pre-approach dialogue, and 4) back post-approach dialogue. Based on previous sociology and human-robot interaction studies, we expect participants will be more comfortable with the robot approaching them from the front than from the back. Furthermore, we predict that participants will be more comfortable when the remote user begins dialogue before they have completed their approach to the participant.

Bilingual Versus Monolingual Language Environment and its Effect On Word-Learning

JoAnna Yortiss, Mira Grebennik, Christina Schonberg, & Scott Johnson

University of California, Los Angeles

Language exposure in early childhood influences how children learn language. Previous research indicates bilinguals exhibit better attention to referential cues than monolinguals. We are interested in understanding the impact of language environment on word-learning abilities of 27-month-old children by investigating whether a correlation exists between relative vocabulary size and ability to learn novel words from social cues. The current study tested word-learning performance through a toy-naming task where three unfamiliar objects were hidden from the child's view in separate canisters, while the experimenter used a novel label while looking at only one of these objects. The child was then asked to identify which of the now-revealed toys belonged to the novel label. Vocabulary size was measured using a standardized parent-report vocabulary checklist of the words that a child says. Preliminary results indicate that bilingual children's (N = 10) mean word-learning task performance was 2.2 trials correct (of 6), while monolinguals (N = 10) had a mean of 1.6 trials correct, suggesting that a bilingual language environment may have a positive impact on word-learning during childhood.

Paper Talk
10:45a.m. to 12:00p.m.
3435 Franz Hall

Presenters:

10:45a.m.	Shreya Chadda (UCLA)	11:30a.m.	Shiyang Lu (UCLA)
11:00a.m	McKenzie Hagen (U of Washington)	11:45a.m.	Kendal Reeder (UCLA)
11:15a.m.	Maria Hanano (UCLA)		

Suicidal Ideation in College Populations: Effects of an Online Anxiety and Depression Prevention Program on Symptom Levels

Shreya Chadda, Denise Chavira, Ph.D., & Leslie Rith-Najarian

University of California, Los Angeles

Increasing suicidal ideation (SI) rates on college campuses necessitate mass-scale screening and treatment protocols. Internet-based screening tools with online follow-up options may help connect at-risk students with mental health services (Haas et al., 2010). Furthermore, some online mental health interventions have decreased levels of SI in clinically depressed populations (Mewton & Andrews, 2015). The study aims to examine outcomes of students with and without SI who enroll in an online anxiety and depression prevention program that administers a separate safety protocol for students with SI. Participants (n = 1632, 74% female, 31% Caucasian) were randomized into intervention and waitlist conditions and completed symptom surveys at baseline and 2-month follow-up. An RM-ANOVA revealed significant interactions of: Time X Condition (F = 3.04, p =.048), Time X Baseline SI (F = 45.52, p < .001), and Time X Condition X Baseline SI (F=.006, p=.013), such that all students in the intervention condition had lowered symptoms, but in the waitlist condition, only students with SI had lowered symptoms. Future analyses will discern factors contributing to the effect of SI on symptom change.

Language as a Mediator between Childhood Socio-economic Status and Executive Function

McKenzie Hagen

University of Washington

Executive functions (EF) are a set of cognitive processes including working memory, inhibition, and cognitive flexibility. Importantly, previous research has shown that EF abilities vary by socio-economic status (SES), such that children from economically disadvantaged households tend to perform lower on EF tasks. Both language input in the household and children's language abilities vary by SES, with higher SES children tending to receive both higher quality and quantity of linguistic input and having better language skills. Few studies have explored language as a mechanism explaining the association between SES and EF. Participants in the present study were 101 English-speaking children, 60-75 months-old and their parents. We assessed SES with two measures: a ratio of household income to the government defined poverty level, and maximum parental education obtained. We found significant relationships between SES and EF, SES and children's language function, and children's conversational experience and EF. Moreover, we found that children's conversational experience significantly mediated the effect of language between both measures of SES and both working memory and switching. Deficits in EF effect academic achievement and school-readiness. These findings suggest that language-targeted interventions could positively impact the SES-academic achievement gap.

Examining the Effects of Individual Characteristics on Online Intervention Outcomes

Maria Hanano, Denise Chavira, & Leslie Rith Najarian

University of California, Los Angeles

What's in a Word? The Influence of Productive Vocabulary on Toddlers' Perceptual Memory and Shape Bias

Shiyang Lu, Shannon Brady, Scott P. Johnson, & Catherine M. Sandhofer

University of California, Los Angeles

Getting Better and Staying Better: The Effects of Homework on Youth Future Mental Health Service Use

Kendal Reeder, Alayna Park, & Bruce F. Chorpita

University of California, Los Angeles

Digital Health Interventions (DHIs) have potential for improving outcomes and mental health services by offering accessibility, efficiency, and personalization. This study examines if individual characteristics (i.e., confidence in treatment, intrinsic motivation) predict greater improvement for students in an online cognitive behavioral therapy program. This study used data from a randomized control trial comparing participants in intervention and waitlist control conditions. All participants completed the Treatment Motivation Questionnaire at baseline; two of its subscales were scored to create dichotomized predictor variables of (a) confidence in treatment and (b) intrinsic motivation. Participants also completed symptom measures (DASS-21 and PHQ-9) at baseline and post-intervention. Two RM-ANOVAs were run to analyze predictors of change in symptoms. The analyses revealed that there was a significant effect of internal motivation and condition on symptoms, F = 5.97, p < 0.001, but no significant effect of confidence in treatment was found. Examining individual characteristics allows for the understanding of which individuals will benefit most from online interventions.

Shape bias, the tendency to generalize object categories based on shape rather than on other perceptual features (e.g., color, texture), typically develops around two years of age (Landau, Smith, & Jones, 1988). Research indicates a positive correlation between strength of shape bias and number of nouns in a child's productive vocabulary (Samuelson & Smith, 1999). While Vlach's 2016 study suggests that the development of a shape bias may lead to an increase in the ability to recall shapes, to our knowledge, it is unclear whether this increase, in turn, suppresses memory for other perceptual features. The present study, currently in data collection, investigates whether the amount of nouns a child produces predicts performance on an adapted eye-tracking memory task and a label-generalization task. Using this novel approach to investigating shape bias in toddlers, we hypothesize that children with a larger productive vocabulary will exhibit better memory for shape information and a higher likelihood of exhibiting a shape bias. In comparison, we expect children with limited productive vocabulary, to exhibit better memory for color and less likelihood of presenting a shape bias.

Studies show that homework, or between-session activities that provide opportunities to practice therapy skills, can facilitate positive client outcomes at post-treatment. Yet, it is presently unknown whether homework is associated with reduced subsequent service use. This study examined the association between homework assignment and completion on youth's number of services used 2 years after starting an episode of modular therapy. Data were collected from 78 youth, aged 5 to 15, with anxiety, depression, conduct, and traumatic stress problems. Multilevel regression analyses showed a 3-way interaction between homework assignment, homework completion, and number of sessions attended on number of services used at 2-year assessment, such that youth who attended many therapy sessions and completed the assigned homework used significantly more subsequent services than other youth (low homework assigned: b=.20, t(41)=2.71, p<.01; average homework assigned: b=.14, t(41)=2.73, p<.01; high homework assigned: b=.08, t(41)=2.44, p<.05). Findings highlight the variety of factors that influence subsequent service use and indicate that multiple episodes of therapy may be needed for some youth.

19

Paper Talk

10:45a.m. to 12:00p.m.
3534 Franz Hall

Presenters:

10:45a.m.	Mikaela Gerber (UCLA)	11:30a.m.	Liam Mattox (Sierra Nevada College)
11:00a.m	Daniel Dubyak (Sierra Nevada College)	11:45a.m.	Katsumi Yamaguchi-Pedroza (UCLA)
11:15a.m.	Hayley Hammons (UCLA)		

Award Structures: Participation Awards Positively Impact Performance

Daniel S. Dubyak

Sierra Nevada College

Participation trophies are debated as necessary to support mental well-being (Chen, 2015) and enhance performance (O'Sullivan, 2015). The current study examined the impact of awards on performance. 90 undergraduates were randomly assigned to one of three award structure conditions in which 'all,' the 'best,' or 'none' of the participants received a monetary award following a score-oriented task. The score-oriented task required participants to bounce a ball into a cylinder located 152 cm from them. Practice effects were minimized through a 10-attempt practice round. Award structure was, then, clearly announced immediately prior to the 10-attempt test round. A Kruskal-Wallis (Kruskal-Wallis, 1952), the non-parametric alternative to the ANOVA, indicated a significant difference in performance ($p = .007$) by award structure condition. A subsequent multiple comparisons test indicated the difference in performance was between 'all' and 'none' ($p = .002$), and 'all' and 'best' conditions ($p = .040$). Announcement of a general award appears to impact performance in a manner consistent with an interest in participation trophies. A cohort effect is proposed as a potential mediating mechanism.

Trends Suggest Employing Dietary Intervention May Moderate Antipsychotic Induced Weight Gain

Mikaela Gerber, Sarah McEwen, PhD, Joseph Ventura, Ph.D., Luana Turner, Psy. D, Keith H. Nuechterlein, Ph.D., & Kenneth Subotnik, Ph.D.

University of California,
Los Angeles

Antipsychotic induced weight gain frequently leads to medication nonadherence, considerable clinical management issues, increased risk of weight-related disease, and reduced life expectancy. This study examined the dietary habits of young adults with schizophrenia compared to controls. Using a ??-item dietary risk assessment (DRA) questionnaire, we hypothesized that people with schizophrenia would have significantly worse diets indicated by higher total DRA scores than controls. We examined 104 patients at the UCLA Aftercare Research Program, who were all early in their course of treatment prior to long-term antipsychotic use, and 41 normal participants. Results showed that people with schizophrenia had significantly poorer dietary habits, $F(1,143)=9.6$, $p=.002$, implying that weight gain could be moderated via dietary intervention. Changing dietary habits might be the necessary first step to mitigate weight gain on antipsychotics, improve physical health outcomes and quality of life, and reduce the disparity in life expectancy.

Effect of Pre-Treatment Expectations on Program Satisfaction & Experiences in an Online Intervention

Hayley Hammons, Giovanni Ramos, B.A., Denise A. Chavira, Ph.D., & Leslie Rith-Najarian, M.A.

University of California, Los Angeles

The use of technology in evidence-based treatment delivery has increased in part due to the belief that these interventions will address long-standing barriers to traditional treatment. There is evidence that negative pre-treatment expectations adversely affect treatment engagement and satisfaction. This study examined whether negative pre-treatment expectations also affect treatment engagement and satisfaction in a technology-based intervention. Students (n = 1632) participated in an online intervention for 8 weeks. Pre-treatment expectations, perceived barriers, and program engagement were assessed using the Treatment Motivation Questionnaire (TMQ), Technology Barriers to Treatment Intervention Scale, and Program Satisfaction and Experiences scale, respectively. Results indicated that participants' pre-treatment expectations significantly affected the number of perceived barriers to treatment as well as program satisfaction. These results suggest that despite best efforts, technology-based interventions do not necessarily overcome some barriers to treatment engagement and satisfaction associated with more traditional methods of delivery.

Does Closing Eyes Affect Stress?

Liam Mattox

Sierra Nevada College

Some mindfulness experts advise one's eyes be closed (Ketler, 2013) during mindfulness activities and others advise eyes open (Ward, 2007). 47% of Americans are concerned about daily stress (Stambor, 2006) and mindfulness facilitates stress reduction (Chiesa & Serretti, 2009). The current study examined stress as a function of whether one's eyes were open or closed. Blood pressure (BP; systolic and diastolic) indicated physiological stress and the Emotional Stress Reaction Questionnaire (ESRQ; Larsson, 2011) measured self-reported stress. Baseline BP and ESRQ scores were collected from 56 participants before 4 min of difficult tasks, after which BP and ESRQ scores were collected again. Participants were randomly assigned to keep their eyes open or closed during 5 min of deep breathing followed by BP and ESRQ measures. Mann-Whitney U (Mann & Whitney, 1947; $\alpha = .01$) analyses showed no difference in systolic, diastolic, or ESRQ scores between eye conditions. t-tests indicated stress was increased ($p = .003$) with the induction activity and decreased ($p = .002$) with stress reduction. Stress reduction exercises including deep breathing reduce stress more so than concern about one's eyes.

Strength in Numbers? How Individual versus Group Claims Shape Perceptions of Sexual Harassment

Katsumi Yamaguchi-Pedroza, Serena Does, Ph.D., & Margaret Shih, Ph.D.

University of California, Los Angeles

Sexual harassment is the most common form of workplace aggression and can take many forms, such as verbal remarks and sexual requests. Much of the existing work has focused on the negative consequences of sexual harassment for targets, such as reduced physical and psychological well-being (e.g., Bowling & Beehr, 2006). At the same time, it is also important to study third party responses to sexual harassment, as demonstrated by the impact of recent movements such as #MeToo and TIME'S UP. Public pressure in response to sexual harassment claims has the potential to shape important outcomes, such an organization's decision to fire an alleged perpetrator. In this study, we examine how claims of harassment made by an individual versus a group of women shapes claimants' perceived credibility and support for punitive action against the perpetrator. Moreover, we test whether high versus low status of claimants moderates this effect. We find that a group (versus individual) claimant increases perceived claimant credibility and support for punitive action, but find no main or interactive effect of status. Theoretical and practical implications are discussed.

Poster Session
1:30p.m. to 2:30p.m.
Bruin Reception Room

Presenters:

Jeya Anandakumar	Dalia Garcia	Christine Pahel
Alexandra Bowling	Kaitlyn Hart	Romeo Perez
Kirstan Brodie	Rosalba Hernandez	Alexandra Razo
Mia Castillo	Rosa Hernandez-Ramos	Mateo Rojas
Patrick Chua	Ryan Knuppenburg	Ryan Sabillo
Emma Cohen	Entung Kuo	Bianca Soto Alarcon
Anna Conroy	Ngaio Lace	Reece Thornton
Alexander Dib	Mengqun Lyu	Brandon Towns
Cassandra Dukes	Gina Nadaya	Tanera van Diggelen
Jennifer Fineman	Jazlyn Ocasio	Leila Yousefi-Rizi
Citlalli Flores	Silvia Orellana	Daisy Zavala

Individual Differences in Functional Brain Connectivity Predict Temporal Discounting Preference in the Transition to Adolescence

Jeya Anandakumar, Kathryn L. Mills, Ph.D., Eric Earl, B.S., Lourdes Irwin, B.S., Oscar Miranda-Dominguez, Ph.D., Damion V. Demeter, Ph.D., Alexandra Walton-Weston, B.S, Sarah Karalunas, Ph.D, Joel Nigg, Ph.D., & Damien A. Fair, PA-C, Ph.D.

Portland State University

The transition from childhood to adolescence is marked by changes in behavior, including how one values waiting for a large reward compared to a smaller immediate reward. While previous research has emphasized the relationship between this preference and chronological maturation, it is also proposed that this behavior is related to development of brain circuitry between valuation and control systems. In this study, we examined how age and intrinsic functional connectivity within/between these neural systems relate to changes in discounting behavior across the transition into adolescence. We used mixed-effects modeling and linear regression to assess the contributions of age and connectivity strength in predicting discounting behavior. We identified relevant connections in a longitudinal sample who completed MRI scans and behavioral assessments across ages 7-15 years. We then repeated the analysis in a separate, cross-sectional, sample of 84 individuals. Both samples showed an age-related increase in preference for the larger later rewards. Connectivity strength between several cortical-subcortical and cortico-cortical circuits accounted for further variance not explained by age.

Parental Depression and Child Emotional Symptoms in Military Families

Regina Brodell, Alexandra Bowling, Ruth Ellingsen, Ph.D., & Catherine Mogil, Psy.D.

University of California,
Los Angeles

Prior research has suggested that children are most dependent on parent emotional availability from birth to six years of age (Shonkoff & Phillips, 2000), and parental depression is negatively associated with higher emotional problems in children (Ramchandani, Stein, Evans & O'Connor, 2005). However, little is known about the effects of parental depression on early childhood emotional wellbeing within the specific population of military families. The present study examined parental depression and child (ages 3-6) emotional symptoms, as reported by primary caregivers in military families. Primary caregiver (N=198) depression was assessed with the Parent Health Questionnaire (PHQ; Kroenke & Spitzer, 2002), and child emotional symptoms was assessed with the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). Results revealed a significant positive association between primary caregiver depression and child emotional symptoms (r=.26 p<.001), suggesting that parental depression may impact young child emotional dysregulation in military families.

Implicit Dehumanization of Competitors: A Gender Comparison

Kirstan Brodie, Kayley Okst, Megan Kay & Andrea Heberlein, Ph.D.

Boston College

Dehumanization of outgroup members, especially in situations of intergroup competition, has been widely reported (Haslam, 2006), but the effects of individual competition on dehumanization have not yet been widely explored. A previous study in our lab examined such an effect, and found an unexpected gender difference, with women showing greater implicit dehumanization than men. The present study aims to replicate and explore a possible mechanism for that gender difference: gendered expectations of maintaining positive interpersonal relations may lead women to feel discomfort in competitive situations, motivating their implicit dehumanization of competitors. Female participants interacted briefly with a confederate in an online chat and were then given instructions for a competitive or non-competitive game. Half of participants were randomly assigned to role-play as male during the interaction, using a male avatar and name. Participants then completed an Implicit Association Test measuring dehumanization of their game partner. We hypothesize that women who interact as "male" will dehumanize their competitor less than women who interact as female.

Microaggressions and Their Effects on Student Success for Asian, Latinx, and Black Undergraduates

Lauren Cruz, Jessica Macias, Mia Castillo, Ashley Tran, & Stephanie Hyland

University of California, Santa Cruz

Microaggressions, MAs, are events that target people because of their race or ethnicity. They are verbal or nonverbal behaviors that are often unintentional (Blume, Lovato, Thyken, & Denny, 2012). Previous studies have indicated that students of color undergo significantly more MAs than their white peers (Forrest-Bank & Jenson, 2015). The purpose of this study was to address how these findings affect the relationship between MAs and student success in a sample of 160 undergraduate students of color, SOC. We hypothesized that SOC who experience more MAs on campus will have lower rates of student success in contrast to their white peers. Student success was measured using the Microaggression Self-Efficacy Coping Scale and the Culturally Relevant Teaching Scale. Using multiple regression, we found a positive relationship between MAs and self-efficacy coping for Latinx students facing MAs. A negative relationship between MAs and culturally relevant teaching for Black and Asian students facing MAs was also found. These findings could affect research regarding differences in coping mechanisms and teaching styles between ethnicities.

The Effect of Exercise On Stress Reactivity

Patrick Chua & Chloe Boyle

University of California, Los Angeles

Individuals who report higher levels of exercise exhibit lower cardiovascular reactivity in response to an acute stressor. However, the literature on psychological reactivity to acute stress is mixed. Past studies have focused on relatively limited emotions including calmness, anxiety, and mood. The current study extends past research by examining confidence and perceived stress, which have not been previously tested. Exercise has been shown to build confidence (Courneya et al., 2015) and reduce stress (West et al., 2004), so we hypothesized that greater self-reported exercise would be linked to higher confidence and lower perceived stress after exposure to an acute laboratory stressor. Female undergraduates (n = 65) who engaged in no, low, and high amounts of exercise in the week prior reported similar levels of calmness, anxiety, and confidence after acute stress. Contrary to hypotheses, participants who report low exercise reported a greater increase in stress from baseline to post stressor than non-exercisers. A potential difference that may have lead to both low levels of exercise and greater stress reactivity would be the lack of time availability to engage in exercise.

Effects of Race and Gender on Perception of Job Applicants: Does Campus Diversity Make a Difference?

Emma K. Cohen & Kelly A. Bennion, Ph.D.

California Polytechnic State University, San Luis Obispo

Race and gender each affect professional perceptions: Men (vs. women) are perceived as more competent (Derous, 2017) and lighter-skinned (vs. darker-skinned) applicants are rated as more job-suitable (Latu, 2016). What is unknown, however, is whether the diversity of one's environment affects such judgments. This study investigates whether race and gender affect participants' perception of job applicants, as well as if this depends on the diversity of participants' institution. At three different CA universities, participants will be presented with a job ad, an image of a job applicant (white man, white woman, black man, or black woman), and corresponding resume, and will rate the applicant on scales assessing competency, professionality, and emotionality. We hypothesize that men and white applicants will be rated more favorably across domains than women and black applicants, and that preference for white and male applicants will inversely correlate with diversity of participants' institution. These findings will contribute to our understanding of how race and gender influence character judgments, and inform the ongoing discussion of the importance of diversity on college campuses.

The Acquisition of a Gender Gap in Emotional Intelligence from Childhood to Adulthood

Anna L. Conroy & Kelly A. Bennion, Ph.D.

California Polytechnic State University, San Luis Obispo

Prior literature has shown that there is no difference in facial expression recognition accuracy between 6 to 7 year-old children and adults (Guarnera, Hichy, Cascio, Carrubba, & Buccheri, 2017), suggesting that children may mature in emotional intelligence at a rather young age. Within adults, females exhibit more accurate recognition of emotional facial expressions compared to males (Hampson, van Anders, & Mullin, 2006), though it is unclear whether these gender differences are present in childhood. To investigate this, two participant pools (i.e., college students and pre-school children) will view a series of facial expressions and report which emotion each face exhibits. We hypothesize that there will be a significant gender difference in facial expression recognition accuracy in the adult population, such that females outperform males, but no difference in the pre-school population. These results would suggest that gender differences in recognizing emotional facial expressions are not innate (as the pervasive idea that women are more emotional than men might suggest), but rather may arise in response to socialization to stereotypical gender roles.

Relationship Between Impulsivity and Cortical Morphometry in Psychiatric Patients and Controls

Alexander Dib, Melanie Blaire, Ashley Moyett, Mohan Gupta, & Katherine Karlsgodt

University of California, Los Angeles

Impulsivity has been implicated in various psychiatric disorders such as bipolar disorder (BP) and schizophrenia (SZ), but is also experienced by healthy individuals. Previous morphometric studies looking at healthy individuals have indicated the orbitofrontal cortex (OFC) as the main regulator for impulsivity (Schilling et al., 2012). Conversely, research conducted on BP patients found no associations with the OFC and impulsivity, but did find associations with the anterior cingulate cortex (ACC), suggesting different neural circuitries for impulsivity may be operating between healthy and psychiatric individuals (Matsuo et al., 2009). Our study looks at the association of cortical volume and thickness with Barratt Impulsivity (BIS) scores in 101 healthy controls and 84 patients with SZ and BP. Preliminary analysis revealed an interaction (p=.046) between patients and controls when looking at the BIS non-planning sub-scale and left caudal ACC thickness, such that in controls, greater thickness was associated with higher impulsivity while the opposite was true in patients. We will continue to investigate other relevant regions of interest as well as the other sub scales of the BIS.

Dissociative Experiences Associated with Parasympathetic Nervous System Activation of Expectant Mothers During Trauma Recollection

Cassandra Dukes, Jeffrey Measelle, Jenn Lewis, & Jennifer Ablow

University of Oregon

Trauma, defined by the DMS-5 as "exposure to actual or threatened death, serious injury, or sexual violence" can be associated with levels of dissociation when triggered by recollection (Shauer & Elbert, 2010). The Polyvagal Theory, developed by Stephen Porges (1995), suggests that dissociation, a form of immobilization, is a defense used as a coping mechanism to confront an inescapable fear or danger. In keeping with this, research has shown through investigating heart rate that dissociation activates the parasympathetic nervous system (PNS) (Koopman et al., 2004). Respiratory sinus arrhythmia (RSA) is an important measurement of the PNS that relates to heart rate variation and respiration (Sack, Hopper, & Lamprecht, 2004). Although research has shown associations between heart rate and dissociation during stressful or triggering interviews, there is limited knowledge of dissociation correlating with RSA during personal trauma recall. This study recorded continuous RSA of eighty-two primiparous women discussing trauma during the Adult Attachment Interview (AAI). Results will examine associations among dissociative tendencies and physiology during trauma recollection..

Microaggressions and Major Discriminations within Interracial Friendship Formations

Jennifer Fineman, Rosa Maciel, Amber Austin, & Charisse Battey

University of California, Santa Cruz

The current study explored friendships between college students of different races. College friendships have the potential to become healthier the more students understand people of different backgrounds (Glenn, 2016). We investigated the consequence of major discrimination and microaggressions within those friendships. We investigated these issues in a data set of 213 students who completed surveys on their friendships, racial identity, and experiences with discrimination. Our hypotheses were 1) that students who identified more with their racial group membership (have high centrality) will have fewer friends of different races; 2) Students who experience discrimination are less likely to form friendships with those outside their race (those who are more likely to discriminate against them); and 3) Students who experience more microaggressions will have fewer friends of different races. The results support our hypothesis that as one's centrality increases, one is less likely to foster college friendships with people of different races. The second and third hypotheses were not supported. This research highlights the need to encourage group discussion within the school context.

How Does Task Language Affect Spanish-English Bilinguals' Word Processing?

Citlalli Flores

University of California, Los Angeles

Previous research has found that English monolingual children are more likely than Spanish monolingual children to label novel objects based on shape (Hahn & Cantrell, 2012); however, no studies have yet examined Spanish-English bilingual children. The current study investigated whether 18- to 24-month-old Spanish-English bilinguals were more inclined to attribute the label of a novel object to other objects based on shape, color, or texture. Children were tested in either English or Spanish to further examine how language context affected their labeling choices. Overall, children in both the English and Spanish conditions labeled novel objects based on shape. Interestingly, those in the Spanish condition also extended labels based on texture. Based on these findings, Spanish-English bilinguals seem to mirror English monolingual children in their inclination to extend the label of a novel object based on shape. However, the language condition in which they were tested in had an effect, such that children labeled objects based on texture only when in the Spanish condition. These findings better our understanding of how linguistic context can influence children's word learning.

Catching the Cognitive Consequences of Bilingual Language Processing on the Fly

Dalia Garcia, Christian Navarro-Torres, Vrinda Chidambaram, Ph.D., & Judith F. Kroll, Ph.D.

University of California, Riverside

Bilinguals learn to resolve the competition between their two languages (Kroll et al., 2008) and that skill has consequences for cognitive functioning more generally (Bialystok, 2017). However, most research on bilingualism has not examined how bilinguals engage cognitive control during language processing. The present study compares monolinguals and bilinguals using a novel cross-task adaptation paradigm (Hsu & Novick, 2016) that interleaves a Stroop task and a sentence comprehension task. Participants first performed an incongruent ("blue" in red font) or congruent ("blue" in blue font) Stroop sequence, followed by a visual-world paradigm sequence in which participants heard either an ambiguous (Put the frog on the napkin onto the box) or unambiguous sentence (Put the frog that's on the napkin onto the box). Following Hsu and Novick, engaging cognitive control on incongruent Stroop sequences should facilitate the processing of ambiguous sentences. However, we hypothesized that this effect would depend on the magnitude of Stroop interference, and that, prior bilingual language experience (e.g., English proficiency/fluency and age of acquisition) would also modulate these effects.

Relationship Between Balloon Analogue Risk Task Performance and Anhedonia in a Healthy Undergraduate Population

Kaitlyn Hart, Mohan Gupta, Miranda Madrid, Elizabeth Riddle, Alex Dib, & Katherine Karlsgodt, Ph.D.

University of California,
Los Angeles

Impulsivity is a characteristic of bipolar disorder (BP) and schizophrenia (SZ), and anhedonia is a symptom of both. Higher self-reported impulsivity has been found in BP and SZ, while behavioral risk taking has been found to be higher in BP but lower in SZ (Reddy et al., 2014). Anhedonia has also been found to negatively correlate with consummatory pleasure (Gard et al., 2006). In this study, participants completed the Balloon Analog Risk Task (BART) to measure impulsivity and risk taking, and were given the Temporal Experiences of Pleasure Scale (TEPS) and the Chapman Physical and Social Anhedonia Scales (CPAS) to measure anhedonia. We hypothesized a negative correlation between impulsivity and elevated anhedonia symptoms, and a negative correlation between physical anhedonia and consummatory pleasure. Preliminary data from 66 undergraduate SONA participants shows a significant relationship (p=.037) between a greater number of explosions on the BART and lower TEPS scores, as well as a trend toward higher number of inflations and lower consummatory pleasure (p=.057). Subject recruitment is ongoing, and further analysis will use more subtle BART measures and incorporate the CPAS.

Familism, Mental Health, and Parenting in Parents of Youth with Developmental Disabilities

Rosalba Hernandez, Christine T. Moody, M.A., & Bruce L. Baker, Ph.D.

University of California,
Los Angeles

Familism, a value set in which the needs of the family are prioritized over the individual, has been associated with mental health (Campos et al. 2014) and parenting (Santisteban et al. 2012) in the general population. However, less is known about the effects of familism on parents of children with developmental delays (DD). This unique risk population shows higher parenting stress (Baker et al., 2002) and negative parenting (Rodas et al., 2016) than parents of typically developing (TD) children. The current study intends to explore the effect of familism on the mental health and parenting experiences of parents of youth with DD. Participants include mothers (n=174) and fathers (n=124) of adolescents with DD and TD. Parents completed the Attitudinal Familism Scale (Steidel & Contreras, 2003), and reported on their own mental health and parenting experiences. Preliminary results indicate that familism is positively associated with parent somatization symptoms, but only for parents of children with DD (mothers: r=.26, p<.05; fathers: r=.44, p<.01). Future analyses will examine associations between familism and parenting, as well as the moderating roles of parent ethnicity and gender.

Moderators of Vicarious Trauma and Internalizing Symptoms in Rural Latinx Adolescents

Rosa Hernandez-Ramos, Carolyn Ponting, M.A., & Denise Chavira, Ph.D.

University of California,
Los Angeles

Extant research shows that Latina adolescents are more likely than Latinos to endorse clinical levels of depression and anxiety (Smokowski et al., 2014). However, resilience can mitigate depressive symptom severity in individuals with past trauma exposure (Wingo et al., 2010). The present study assessed the moderating effect of both resilience and sex on the relationship between vicarious trauma and internalizing symptoms, controlling for age and parental education. Data were collected from a community sample of 288 rural Latino adolescents. The Youth Self-Report, Traumatic Events Screening Inventory for Children, and Resilience Scale were used to measure self-reported internalizing symptoms, vicarious trauma, and resilience, respectively. Both omnibus multiple linear regression models were significant. Resilience, but not sex, moderated the relationship between vicarious trauma and internalizing symptoms, such that higher levels of resilience showed a stronger negative association between vicarious trauma and internalizing symptoms (β= -0.03, SE= .01, p=.02). Findings better characterize psychological correlates of vicarious trauma in an understudied Latino population.

Positive and Negative Affect Priming Impacts Word Selection and Likability

Ryan Knuppenburg

Sierra Nevada College

Positive psychology emphasizes optimism and positivity in living the good life (Seligman, 2002). The current study examined the impact of positive and negative affect priming on altruism, likability, and participant affect. 132 undergraduates were randomly assigned to read a narrative from a person in need using positive or negative language. Altruism was assessed via participant response to questions about their willingness to help the person; no difference in altruistic decisions existed in priming conditions, yet when explaining their decision, participants exposed to positive language were more likely to use positive emotion words (α = .01; p = .0007) and those in the negative condition were more likely to use negative emotion words (α = .01; p = .0027). Responses to Reysen's Likability Scale (Reysen, 2005) indicated the positive person was more likable (α = .01; p = .0001) than the negative and the Positive and Negative Affect Scale (Watson et al., 1988) showed no difference in affect scores between conditions. Affect priming impacts word choice and likability highlighting the importance of conversational awareness and learned optimism (Seligman, 2006) in social interactions.

Discrimination Along Axes of Racial Triangulation Affects Asian Americans' Intergroup Attitudes

Enya Entung Kuo, Ivuoma Onyeador, Ph.D., & David O. Sears, Ph.D.

University of California, Los Angeles

Racial triangulation theory (Kim 1999) posits that the social status of Asian Americans is triangulated between those of Blacks and Whites by two dimensions: relative valorization, the myth of Asians as a model minority; and civic ostracism, the myth of Asians as perpetual foreigners. While Asians are esteemed relative to Blacks and Latinos, both Asians and Latinos face civic ostracism, and all three groups face "downward" discrimination, eg. health disparities. In the present research, we exposed 170 Asian participants to a fictitious news article discussing one of the three types of discrimination. Results of ANOVA with contrast analyses suggest that shared experiences of discrimination along the axes of racial triangulation increase Asians' perceptions of similarity with other racial groups, eg. feeling closer to Latinos only after exposure to civic ostracism or downward discrimination, but not relative valorization. A follow-up study will examine the role of racial triangulation in Asians' attitudes toward equity-promoting policies like affirmative action. These findings can inform strategies for intraminority efforts to address discrimination against people of color generally.

The Effect of Diversity Awards on Information Seeking Behaviors

Ngaio Lace, Jin X. Goh, Ph.D., & Cheryl R. Kaiser, Ph.D.

University of Washington

The mere presence of diversity structures within organizations can create the perception that a company is treating all employees equally without confirmation of them being enforced. This causes minority and majority group members to perceive organizations as more procedurally just and less discriminatory even in the face of contradictory evidence (Kaiser et al., 2013). This study expands upon such findings by examining how diversity awards impact what types of information are used to determine if discrimination against women is occurring at an organization. Analyses show that individuals exposed to diversity awards (vs. neutral awards) are less likely to perceive sexism-disadvantaging women occurring within a company. Additionally, diversity structures lead women and men to seek out different information: women are more likely to perceive information about formal discrimination as more informative while men perceive information about informal discrimination as more informative. These findings provide insight into what types of information relating to discrimination are recognized versus ignored, and how diversity initiatives can influence perceptions of fairness.

Vocal Turn-Taking and the Effects of Interruption in Common Marmosets

Mengqun Lyu

University of California, San Diego

Turn-taking is a key feature of both human and nonhuman primate conversations as it reflects the cooperative nature of this communication behavior (Takahashi et al., 2013; Chow et al., 2015). This study explores the vocal turn-taking in a species of nonhuman primate – common marmosets - and what deviations of turn-taking by interrupting speakers may reveal about its underlying mechanisms. Like in humans, we found that interruptions occur very rarely in the natural conversations in common marmosets. Of the 6207 vocalizations produced by marmosets during conversational exchanges, only 188 were interrupted (3.03 %). Our analyses focus on when interruptions occur after the onset of vocal signals during the vocal communications and how interruptions affect the latencies and response probabilities of subsequent vocal exchanges. By examining violation to vocal turn-taking, we aim to reveal important insights into evolutionary and physiological underpinning of human speech and auditory system.

Peer Victimization Affects Mental Health Outcomes of Latino Youth

Gina Nadaya, Amy Rapp, M.A., & Denise Chavira, Ph.D.

University of California, Los Angeles

Peer victimization in adolescence is associated with higher internalizing symptoms, and girls report more instances of social bullying than boys. These findings are particularly relevant because peers are a primary source of social support during adolescence (Furman, 1992). This study examined the moderating effect of gender on the relationship between peer victimization and internalizing symptoms in a sample of 168 rural Latino youth. We hypothesized that gender would have a moderating effect on the relationship between peer victimization and internalizing symptoms, such that there would be a stronger positive association for Latinx girls than for boys. Hierarchical multiple regression analysis revealed no significant interaction between gender and peer victimization. Main effects were examined, revealing a significant association between peer victimization and internalizing symptoms ($\beta=0.37$, $p<.001$), when controlling for age and parental education level. These results have implications for intervention efforts aimed at educating Latino parents about the harmful effects of bullying on mental health.

What Predicts Mental Health Stigma among Rural Latino Youth?

Jazlyn Ocasio, Hardian Thamrin B.A., & Denise Chavira, Ph.D.

University of California, Los Angeles

Previous research asserts stigmatizing attitudes towards mental health impede treatment engagement and help seeking. However, little is known about predictors of mental health stigma in rural Latino youth. As such, we examined socio-demographic factors (i.e. age, sex, parental education), social support (i.e. peer support), and cultural factors (i.e. acculturation, familism (FS), individualism and collectivism) as predictors of stigmatizing attitudes. 192 rural Latino youth were recruited from a high school setting. A stepwise multiple regression was conducted and found that gender, FS, collectivism and individualism significantly predicted stigmatizing attitudes ($p < .001$), with standardized betas of .234, .167, .294, and -.142 respectively. Higher levels of collectivism and familism, and being female were predictive of lower stigma, whereas higher individualism was predictive of higher stigma. These findings increase our present understanding in identifying Latino youth most at risk of stigmatizing attitudes, and may guide future studies aimed at elucidating the influence of cultural factors on help seeking behaviors.

The Protective Effect of Family Cohesion and Self-Reliance Among Latino Families

Silvia Orellana, Giovanni Ramos, & Denise Chavira Ph.D.

University of California,
Los Angeles

In the U.S., Latinos present lower prevalence rates of anxiety disorders including social anxiety disorder (SAD) compared to non-Latino Whites. This difference in prevalence rates may be partially explained by cultural practices in the Latino culture such as strong family cohesion (FC). However, individual variables such as self-reliance (SR) seem to affect the use of family support in Latinos. Thus, this study will examine SR as a mediator of the relationship between FC and SAD among Latinos. Data were collected from 526 Latino adolescents (Mage = 15.75, SD = 1.22) as part of a larger study. The Social Anxiety Scale for Adolescents (SAS-A), Resilience Scale (RS), and Family Relationship Index (FRI) were employed to measure SAD, SR, and FC, respectively. Mediation analyses were conducted using the PROCESS macro for SPSS. The overall model was significant $R2=.03$, $F(1,477) = 14.50$, $p < .001$, where SR accounted for .29 of the total effect. These results provide a better understanding of the mechanisms behind this resilience factor, which in turn can help develop prevention and treatment strategies for Latino families presenting with anxiety disorders such as SAD.

Impact of Teacher Support on Student-Teacher Relationships in Youth with Developmental Disabilities

Christine Pahel, Christine T. Moody, M.A., & Bruce L. Baker, Ph.D.

University of California,
Los Angeles

Student-teacher relationships (STRs) are linked with academic and behavioral outcomes (Hamre et al, 2001; Longobard et al, 2016). However, students with developmental disabilities (DD) tend to have poorer STRs than their typically developing (TD) peers (Blacher et al, 2009), conferring additional risk to a vulnerable population. It is essential research identify ways to support teachers' ability to establish positive STRs with all students. This study will examine whether frequency of teacher trainings and teachers' perceived support from parents and administrators are associated with improved STR quality. Participants include teachers of high school students with (n=70) and without (n=61) DD. Teachers reported on the frequency of trainings and perceived support. STR was measured using the Student-Teacher Relationship Scale (Pianta, 2001). Across all students, preliminary analyses found no relationship for frequency of trainings and STR, F=0.66, ns. However, teacher perceived support was positively associated with STR, r=.18, p<.05 Future analyses will examine relationships with specific aspects of STRs (i.e., conflict, closeness) and the moderating role of student delay status.

A Fruit Loop Amongst the Cheerios: LGBT Characters in Modern Sitcoms

Romeo Perez, & Soraya Giaccardi, M.S.

University of Michigan

Previous studies suggest LGBT individuals have been either underrepresented or negatively portrayed in various forms of media1. The current study used 3 episodes each from 5 modern sitcoms (e.g., Glee) on different networks/streaming services to evaluate the representation of LGBT characters. To do this, we utilized the Vito Russo Test2, character demographics, and a coding scheme created to address 12 traits (each with a positive and negative element) divided into four themes: Identity, Relationship & Family, Religion, and Sex. We found that although a majority of episodes passed the Vito Russo Test and a majority of the observed themes were positive representations of LGBT characters, a majority of characters still represented a small homogenous demographic. Given the ability of media to influence audience attitudes towards gay and lesbian people3, it is important to strive for more positive, diverse, and balanced portrayals of the LGBT community. 1(Caldwell, 2014; Macgillivray & Jennings, 2008; Fisher, Hill, Grube & Gruber, 2007; GLAAD, 2017b) 2(GLAAD, 2017a) 3(Mazur & Emmers-Sommer, 2003; Calzo & Ward, 2009; Riggle, Ellis & Crawford, 1996; Levina, Waldo & Fitzgerald, 2000).

Bilingualism and Acculturative Stress: Separate or Proxy Contributors to Mental Health Outcomes in Latino Youth

Alexandra Razo, Leslie Rith-Najarian, & Denise A. Chavira

University of California, Los Angeles

Studies performed on rural Latino youth have identified acculturation (ACC), acculturative stress (AS), and bilingualism (BL) as primary predictors of internalizing symptoms. However, measures for BL are often used as proxies for ACC and AS, despite each measure being distinct in nature. This study seeks to determine if BL has unique predictive effects upon anxiety and depression. We hypothesize that bilingualism would negatively predict anxiety and depression, while AS would positively predict anxiety and depression. Our sample of 451 Latino adolescents (ages 13-18) completed questionnaires that measured the three constructs. Two linear regression models were run to analyze the predictive effects of each measure on anxiety and depression. Both models were significant (depression $R^2=0.258$ $p < 0.001$; anxiety $R^2=0.219$ $p < 0.001$) and the results indicated there were significant predictive effects separately of BL and AS on anxiety and depression. These findings indicate a potential need to revise current ACC and AS measures so they consider language use as a separate construct and may also suggest protective effects of BL in Latino youth.

Pubertal Onset as a Predictor of Risk-Taking Behaviors for Youth with Developmental Disabilities

Mateo Rojas, Christine T. Moody, M.A., & Bruce L. Baker, Ph.D.

University of California, Los Angeles

Research suggests that early pubertal onset is associated with later risky behaviors, such as substance use, sexual behavior, and delinquency (Mendle et al., 2007). However, there is limited research on this relationship in youth with developmental disabilities (DD). Given that youth with DD are at increased risk for behavior problems (Dekker et al., 2002), it is essential to identify possible contributing factors. The current study will explore group differences in pubertal timing and its relationship with risk-taking in DD and typically developing (TD) youth. Participants included 185 adolescents (Mage=15.4 years) with or without DD. Parents reported on youth pubertal development using a standardized measure (Petersen et al., 1988); youth reported on their own risky behavior. Preliminary results support a statistically equivalent distribution of early, average, and late pubertal onset in TD and DD groups, $\chi 2=3.42$, ns. Further, it appears that early pubertal onset similarly confers risk for risk-taking behaviors in DD, as in TD (Finteraction=0.49, ns). Future analyses will examine specific types of risky behaviors and have implications for interventions in youth with DD.

The Psychology of White Identity and Support for Nativism in the 2016 Election

Ryan Sabillo & Yuen Huo, Ph.D.

University of California, Los Angeles

Donald Trump's nativist campaign in the 2016 election found support from voters who wanted to make America great again. In comparison to incoming immigrant groups, whites were beginning to feel economically left behind—even though most of Trump's supporters reported high family incomes (Knowles & Tropp, in press; Rothewell & Diego-Rosell, 2016). We believe that this discrepancy between subjective perception and structural reality, known as relative deprivation (RD), will motivate White American's responses to these incoming groups (Smith & Huo, 2014; Danbold & Huo, 2015). An online survey of White American voters will assess levels of white identity, RD, realistic threat, and political attitudes. We hypothesize that group RD will predict Trump support and anti-immigrant attitudes with moderation from white identity, such that among those with high levels of white identity, group RD will be a stronger predictor of support for nativism than those with low levels of white identity. The study will test whether psychological factors such as racial identity and group RD will help explain Whites' support for nativist policies controlling for objective economic indicators.

Exposure to Different Types of Literature at Home and How it May Affect Children's Literacy

Bianca Soto Alarcon

University of California, Irvine

There is much research on how children's reading comprehension and vocabulary may be influenced by book accessibility. Yet, how preference for different types of books may be associated with literacy has not been extensively studied. This study examines how children's book preference and parents' enjoyment of reading, are related to children's later reading comprehension and vocabulary. Our 161 student participants were from K-3rd grade at two Arizona schools. Parent surveys collected students' information on home access, book preference, and parents' reading enjoyment. Students' reading comprehension and vocabulary were assessed using the Gates-MacGinitie Reading Test. I hypothesize students who have access to more books at home and those whose parents enjoy reading more, tend to have better literacy skills. Also, I predict that the younger students (K-1st grade) who prefer picture books, which promote reading engagement, and older students (2nd-3rd grade) who prefer chapter books are more likely to have better reading comprehension and vocabulary skills. This study may have implications for those creating a more enriching environment for children's literacy development.

Effect of Opposite Sex Presence on Physical Performance: Does the Opposite Sex Affect How We Perform?

Reece Thornton, Emma Hupp, Molly Meyer, & Nicholas Zeltmann

Saint Louis University

Whether playing or watching, sports are a uniting source of entertainment for many. Research has examined the effects of observer presence on physical tasks, but little has been discussed about how the sex of the observer might affect performance. The current study examined the effects of an observer on performance. Participants completed a self-efficacy questionnaire and were asked to perform timed running task before answering questions pertaining to the exercise. Based on previous research that women physiologically and psychologically remain calm in the presence of observers, it was predicted that the females would run faster (i.e., perform well) in the presence of males, while males would do worse under the pressure of an opposite sex observer. These effects were predicted to be qualified by an observer x self-efficacy interaction, such that those high (vs. low) in self-efficacy would be less impacted by the observer regardless of sex..

Expressed Emotion As a Predictor of Early Adolescent Executive Functioning

Brandon Towns, Michelle Fenesy, M.A., & Steve Lee, Ph.D.

University of California, Los Angeles

Expressed emotion (EE), consisting of distinct criticism and emotional over-involvement dimensions, assesses family climate. Although EE reliably predicts both internalizing and externalizing forms of psychopathology (Cruise et al., 2011), it has yet to be examined in relation to youth executive functioning (EF), cognitive processes that support goal-directed behavior. Individual differences in EF predict key outcomes including academic achievement (Ansari, 2017), social skills (Lieb et al., 2017), and employment (Riley et al., 2017). The present study aimed to explore the independent effects of EE dimensions (i.e., criticism, emotional over-involvement) on youth EF in a sample of 196 7-13 year olds. Controlling for youth age, sex, and ADHD symptoms, as well as parent psychopathology (i.e., ADHD, depression) and emotional over-involvement, our findings indicate that youth who experience elevated criticism demonstrate worse EF approximately two years later ($b = 4.37$, $SE = 1.92$, $p = .02$), relative to those in a low criticism environment. These findings suggest that reduction in parent criticism may represent an important treatment target to improve youth EF and subsequent outcomes.

Parent Behavioral Intervention: Effective Regardless of Gender or Diagnosis Differences

Tanera van Diggelen

University of California, Los Angeles

Two psychologists from the Children's Friendship Program (CFT) conducted a ten week intervention for parents of children (N = 56) with behavioral conduct issues. Sessions focused on improving child cooperation and desired behaviors. Parents filled out a "Parent's Report of Home Behavior" (PRHB) each session, indicating their child's behavior and cooperation the previous week. Higher total scores indicated worse home behavior. Within- and between-subjects ANOVAs were conducted. There was a significant decrease in pre to post PRHB scores, regardless of the child's sex, ADHD diagnosis, or attendance of a second parent. Several past PT interventions made ADHD treatment a main focus of their intervention design (e.g. van den Hoofdakker et al. (2007), & Mikami et al. (2010)). In contrast, the CFT PT program did not include lessons addressing ADHD-specific conduct issues, yet still saw equal improvements in child behavior, regardless of ADHD diagnosis. The findings of this observational study provide preliminary evidence that PT focuses can be more general and still help children with different diagnoses.

The Relationship between L2 Proficiency and Working Memory in English-Dominant Bilinguals

Leila Yousefi-Rizi, Valeriya Ragozina, Monica Mikhail, & Nisha Bajaj

University of California, Riverside

A wealth of research has shown that even when a bilingual is using one language, the other language can intrude. Bilinguals therefore need to regulate their languages to communicate successfully in a given language. Consequently, the competition and regulation of bilinguals' languages has been proposed to impact both language and cognition. In this research, we asked to what extent individual differences in knowing and using a second language (L2) can impact verbal working memory, even when the task is administered only in the dominant language. 102 English-dominant bilingual participants completed an extensive language history questionnaire and a verbal operation span task that measured accurate recall of English words and intrusions of unseen words into verbal memory. Linear regression models predicting memory recall and intrusions from L2 proficiency and age of acquisition, while controlling for SES and L1 proficiency, indicated that greater proficiency in an L2 was related to lower recall and greater intrusions to memory. These results suggest that competition between a bilingual's two languages may influence cognitive performance even when tested in the dominant language.

Recruiting Ethnic Minority Cancer Survivors from Facebook

Daisy Zavala, Sol Gomez, Denisse Mendez, & Will Tsai

California State University, San Marcos

Language barriers and lower access to care are among the many reasons why ethnic minority cancer survivors are less likely to participate in research. However, with the widespread use of Facebook among individuals from all levels of socioeconomic statuses and ethnic backgrounds, Facebook may be a viable source of recruitment. The present study tested the feasibility and cost-effectiveness of recruiting Korean, Chinese, and Latinx cancer survivors over Facebook to participate in a 30-minute online survey. We purchased targeted ads translated into Chinese, Korean, and Spanish that were shown to Facebook users whose activity indicated interests in cancer-related issues. Over a six-week period, the ads were delivered to 76,801 individuals and resulted in 2,082 ad clicks. In total, 15 Latinx, 10 Chinese, and 4 Korean cancer survivors participated in the 30 minute online survey, with 92% endorsing interest in being contacted for future research opportunities. With an estimated cost of $41 per recruited participant, our results suggest that Facebook is a feasible and cost-effective recruitment platform for ethnic minority cancer survivors.

Poster Session
2:45p.m. to 3:45p.m.
Bruin Reception Room

Presenters:

Sarika Bharil	Elisabeth Kalomeris	Madeline Rogers
Alysia Burbidge	Haesoo Kim	Rachel Smith
Yuki Chin	Kevin Li	Leila Solouki
Rhiannon Chuter-Davies	Yuchen Li	Surabhi Swaminath
Aura Cruz-Heredia	Naomi Lin	Gisselle Tamayo
Fabiana De Lima	Sybile M. V. Moser	Taryn Thrasher
Kara Douds	Christopher Ngov	Julius A. Utama
Alan Garcia	Vera Ong	Evelyn Vazquez
James Guthrie	Dreama Rhodes	Peiyi Wang
Fardusa Ismail	Claudia Rodriguez	Grace Woodard
Jourdan Jackson	Tania Rodriguez	Sophia Wuest

Putative Implicit Associations Underlying Impostor Syndrome

Sarika Bharil, Erika Nurmi, M.D. Ph.D., & Michelle Rozenman Ph.D.

University of California, Los Angeles

Impostor Syndrome (IS) is the fear of being discovered as an intellectual fraud. Existing research has shown a connection between individuals with high levels of IS and the onset of more serious psychiatric illnesses (Cokley et al, 2013); however, as the prevalence of this phenomenon grows, no therapeutic intervention has yet been developed. The present study aims to identify whether implicit biases, separate from associated constructs such as perfectionism, anxiety, and depression, underlie IS cognition. If IS can be measured implicitly, then a IS Implicit Association Test (IS-IAT) may be used as an experimental intervention tool to modify IS cognition. We hypothesize that stimuli words correlated with low self-esteem will strongly predict IS scores, even when controlling for perfectionism, anxiety, and depression. To test this hypothesis, a sample of 100 medical school trainees will fill out self-report measures related to the IS construct and rate correlated stimuli words. Once validated, these words will be programmed into an IS-IAT to predict implicit IS in medical students. If successful, this work will provide the foundation for the development of an interventional IS-IAT.

Personality and GPA: The Predictive Roles of Academic Identity and College-Going Culture

Alysia Burbidge, & Carolyn Murray, Ph.D.

University of California, Riverside

Previous literature has explored the theoretical relationship between personality and academic performance, but it has yet to identify the process by which personality influences real-world outcomes, such as GPA. This paper proposes a model that explicates academic identity's mediating role in the relationship between the Big Five and college GPA. In addition, college-going culture, or the presence of a pro-college environment in high school, is hypothesized to moderate the relationship between personality and academic identity. Variations in academic identity, which are determined by degrees of exploration and commitment, are then hypothesized to influence academic behaviors and beliefs, such as self-handicapping and college self-efficacy. In turn, these behaviors directly influence GPA. To investigate the model, a survey of self-report measures was administered to over 370 university students. Results generally supported the model, revealing a process by which a student's disposition predicts academic behaviors and GPA. College-going culture is also suggested as an intervention for students who are likely to adopt negative academic identities that will ultimately hurt their GPA.

Protections and Support for LGBT Youth Across High Schools

Yuki Chin, & Jaana Juvonen, Ph.D.

University of California, Los Angeles

The present study examines how high schools' commitment to the inclusion of lesbian, gay, bisexual, transgender (LGBT) students is reflected in the language and content of protections and supports that each school offers to its students. Previous studies have demonstrated that certain policies or programs improve the psychosocial adjustment of LGBT youth, but have mainly examined differences between schools that do or do not have particular sources of support. To be able to provide a more detailed analysis, a coding system was developed to rate information that is publicly available on school websites, such as whether or not anti-bullying policies enumerate LGBT students as a protected class, whether a school provides resources specific to LGBT health, and whether gender identity is prioritized over legal sex in sex-segregated facilities, programs, and policies. These indicators of supports for LGBT students are used to examine existing data from 3658 high school students in 25 high schools. It is hypothesized that students in schools that provide higher specificity of protection and support of LGBTQ identities will report lower levels of negative health outcomes.

Inclusive Identities Increase Trust and Belonging Among Women at Health Care Institutions

Rhiannon Chuter-Davies & Tiffany N. Brannon, Ph.D.

University of California,
Los Angeles

Female patients have been found to receive significantly less preventative care than male patients (Krähenmann-Müller, 2014). An awareness of this inequality could lead to decreased belonging and increased mistrust of health care institutions, thus leading to further disparities in quality of care (Armstrong, 2006). There is a lack of research on the impact of employing an inclusive identity as a method to increase trust and belonging for patients and to reduce treatment bias amongst physicians. In this study, participants were randomly assigned to write either about a time in which they felt connected to their university or their commute to school. Then, all participants were randomly assigned either to a control or to an inclusive identity condition designed to incorporate their various identities into the student identity. This was followed by a health care vignette and a series of questions measuring trust and belonging. We hypothesized participants in the inclusive condition would show increased trust and belonging at health care institutions, thus providing information about gender inequality in health care and could increase the number of positive health outcomes for women.

Does Brain Structure Mediate Age Differences in Word Retrieval?

Aura A. L. Cruz Heredia*, Micah A. Johnson, Evan S. Lutkenhoff, Martin M. Monti, Deborah M. Burke, Michele T. Diaz

University of California,
Los Angeles

Normal aging typically involves impaired word memory and phonological processing with spared semantic processing. A quintessential example is the word retrieval error known as the tip of the tongue (TOT) state - the transient inability to recall a word or name despite full semantic access and partial phonological access. Normal aging also involves brain structure decline, yet how this decline may explain or mediate aging- related cognitive changes is currently unresolved. This study found that, as predicted, older versus younger adults showed higher rates of TOTs and lower rates of spontaneous TOT resolutions. We used mediation analysis to assess relations between age, TOT measures, and MRI-based cortical measures (e.g., thickness). We hypothesized that the age-related TOT differences would be mediated by cortical measures particularly in phonological brain regions, given prior evidence for the phonological basis of the TOT state. These analyses help inform brain network models of phonological versus semantic processing and further clarify the potential role of brain structure in aging-related decline of language and memory.

Documenting the Facets of Family Achievement Guilt for Latinx First-Generation Students

Fabiana De Lima & Rebecca Covarrubias, Ph.D.

University of California, Santa Cruz

Family achievement guilt (FA guilt) is an emotion associated with "leaving non-college educated family members behind" to pursue individual opportunities in college (Covarrubias & Fryberg, 2015). Consequently, guilt predicts lower self-esteem and higher depressive symptoms (Covarrubias, Romero, & Trivelli, 2014). Studies have found that Latinx first-generation (FG) college students experience more FA guilt when compared to Latinx continuing-generation (CG) college students and to both White FG and CG students. Work has yet to unpack the many ways FG Latinx students experience FA guilt. To address this limitation, the current study examines the different facets of guilt by analyzing semi-structured interviews collected from 15 FG Latinas at a four-year, public university. Participants were asked questions about their home and school lives and their experiences with FA guilt. Preliminary findings suggest that FG Latina students experience guilt related to abandoning family, becoming different, awareness of privilege, financial distress, self-focused behaviors, and family perceptions of superiority. These findings can inform ways universities can support FG students.

Effects of Race on Judgements of Blame in Crime Scenarios

Kara M Douds & Kelly A. Bennion, Ph.D.

California Polytechnic State University, San Luis Obispo

Previous research (Young, 2009) has shown that criminal scenarios are rated as more blameworthy when the act of harm is intentional relative to unintentional. However, it is unknown whether the perceived degree of blame varies based on race – both regarding race of the perpetrator and victim within the scenario, and also whether participants' implicit racial biases affect their judgments of blame. In Part 1, participants read and assigned blame (0-100) to 36 vignettes that varied by harm status (intentional harm, unintentional harm, no harm), and race of perpetrators and victims (white, person of color). In Part 2, participants took the Implicit Association Test for race. Although scenarios describing intentional (vs. unintentional) harm were rated as more blameworthy, there was no significant interaction with race of offenders or perpetrators, nor were participants' IAT scores correlated with blame ratings. Encouragingly, these findings suggest that despite Cal Poly being known for its homogenous student body as compared to other state schools, neither Cal Poly students' implicit biases nor the race of offenders and victims affect how blameworthy they deem harmful acts.

Predictors of Early Drop Out in a Smoking Cessation Trial

Alan Garcia, Spencer Bujarski Ph.D., & Lara A. Ray Ph.D.

University of California, Los Angeles

Participant drop out, especially prior to participants' quit dates (i.e. early drop out), is a large, yet understudied problem in smoking cessation trials. Participants who drop out early may differ from those who continue in the trial. Prior research has shown that participants with concerns about gaining weight, depression, and more severe nicotine dependence are more likely to drop out. The aim of this study is to test which variables distinguish participants who drop out early from those who do not. Data from a large smoking cessation trial (N=111) was collected and analyzed on smoking, drinking, demographic and mood variables. Results showed that early dropouts did not differ from non-dropouts on sex (p=0.87), severity of nicotine dependence (p=0.28), pre-treatment average cigarettes smoked per day (p=0.85), smoking related weight concerns (p=0.95), severity of alcohol problems (p=0.16), or anxiety/depression symptoms (p=0.63). Contrary to expectation, these results did not reveal significant predictors of early drop out. Future studies should focus on contextual variables like smoking environment and motivation to quit and as probable predictors of drop out.

The Effect of Interruption on Structures of Primary and Secondary Importance in Diagnostic Radiology

James Guthrie, Megan Mills, Bill Aufferman, & Trafton Drew, Ph.D.

University of Utah

Radiologists are frequently interrupted during case examination. Observational studies have shown that interruptions during radiologists' examination of a case may negatively impact diagnostic accuracy (Balint, et al, 2014). Extending this research, the present study uses eye tracking methods on 18 radiologists to evaluate the effect of interruption on attentional deployment toward primary (e.g. heart, lungs) and secondary (e.g. sternum, breast tissue) structures. If pressured due to time constraint caused by interruption, we hypothesized that radiologists would spend less time examining secondary structures than on uninterrupted cases. The radiologists were given 45 minutes to evaluate 11 cases, which consisted of volumetric and 2D radiographs and volumetric CT images of the chest and abdomen/pelvis. Phone call interruptions occurred during two of the cases. We hypothesized that examination of primary structures would be unaffected by interruption but less time would be spent evaluating secondary structures. Preliminary analyses support this hypothesis. This research will alert radiologists to anatomical areas that are often overlooked due to interruption.

Fear Generalization and Avoidance: Reactions to Ambiguous and Non-Threatening Stimuli Contributing to Anxiety and Stressor Related Disorders

Grace Woodard, Natalia Garcia, M.S., & Lori Zoellner, Ph.D.

University of Washington

Fear overgeneralization is the spread of fear to non-threatening stimuli, which, when avoided, can lead to psychopathology after trauma. Individuals with "high stress load" (high neuroticism and trauma exposure) may be at risk for both fear generalization and avoidance, although little is known about their association. Eighty women with high or low stress load completed questionnaires measuring experiential and behavioral avoidance and a novel fear generalization, in which two female faces served as conditioned danger and safety cues, and ambiguous faces, morphed on a continuum between the danger and safety cues, served as generalization stimuli. We predict that those with high stress load will report higher experiential and behavioral avoidance, and that higher self-reported avoidance will be strongly associated with higher fear generalization. This study examines the link between self-reported avoidance and active avoidance of non-threatening generalization stimuli. Since gold standard treatments for anxiety and stressor-related disorders target threat cues, this research highlights to potential importance of helping patients resist avoiding ambiguous, non-threatening cues.

Trying to Fit in? Examining Links Between Witnessing Bullying and School Climate Among Latino Youth

Fardusa R. Ismail, Brenda Hernandez, Jessica Idoine, & Guadalupe Espinoza, Ph.D.

California State University, Fullerton

Most bullying incidents that occur at school are witnessed by peers. Witnessing bullying has been linked to psychological and school problems (Nishina & Juvonen, 2005). Few studies have examined how peer dynamics may influence the extent to which witnessing bullying impacts students. The current study examines the impact of peer pressure susceptibility on the relationship between witnessing bullying and school climate perceptions (i.e., school belonging, school safety). Participants included 434 seventh and eighth grade Latino students who completed in-class surveys. Overall, 82% of students witnessed at least one bullying incident within the last year. Hierarchical regression models revealed that among students with low susceptibility to peer pressure, witnessing bullying was related to a lower sense of school belonging and safety. However, there was no such link among Latino students with high reports of susceptibility to peer pressure. The results reveal that it is the students who are less likely to go along with the crowd and try to fit in that are most impacted by witnessing bullying. Implications for interventions will be discussed.

Effects of Prior Criminal Record and Targeted Age Group on Mock Juror Perceptions of School Shooters

Jourdan Jackson, & Kelly A. Bennion, Ph.D.

California Polytechnic State University, San Luis Obispo

Individuals with a prior criminal record are viewed more negatively than those with a clean record, which is often exemplified in harsher sentencing, higher risk assessment ratings, and higher psychopathy ratings (Hoeve et al., 2010; Patrick,2006; Roberts, 1996). However, what has not yet been investigated is whether the age of the targeted population (children vs. adults) affects these perceptions. Given that school shooting incidents are a current societal issue, participants (modeling mock jurors) will be exposed to school shooting vignettes describing the offender (prior criminal record vs. not) and targeted victims (children vs. adults). They will be asked to determine an appropriate sentence and rate the offender's risk of violence and psychopathy score. We hypothesize that mock jurors will more negatively perceive (i.e., give a harsher punishment, higher violence risk rating, and higher psychopathy rating) school shooters with a prior criminal record and who target children. These findings contribute to our knowledge of how offender- and incident-specific factors affect juror perceptions, which has important implications for understanding criminal justice proceedings.

38

Age and Motivation in Charitable Giving: The Positivity Effect and Decision-Making in Older Adults

Elisabeth Kalomeris, & Margaret Beier, Ph.D.

Rice University

Existing research supports the theory that negative emotion is a strong motivator in the decision making process. However, older adults tend to favor positive information over negative information, in what is called the positivity effect (Mather & Carstensen, 2005). Recent research by Bjälkebring, Västfjäll, Dickert, and Slovic (2016) suggests that although older adults make similar donation decisions compared to younger adults, they reflect more positive emotions in self-reports. Our study further examines whether a donation appeal framed positively, in terms of gains, or negatively, in terms of losses, will be more effective in influencing charitable giving decisions in older adults. Consistent with the positivity effect, we hypothesize older adults will have higher self-reports of positive emotion compared to younger adults regardless of framing. Further, we hypothesize that effect of the message frame on donation amount will depend on the age of the participant. By provoking negative and positive emotions through message framing, we will be able to gain a better understanding of how the positivity effect influences decision-making.

Partial Night Sleep Deprivation and Emotion Recognition in Older Adults

Haesoo Kim, Michael Irwin, M.D., Richard Olmstead, Ph.D., & Dominique Piber, M.D.

University of California, Los Angeles

Sleep disturbance is a risk for depression recurrence perhaps by altering patterns of emotion processing and reactivity. Previous studies investigated sleep disturbance on socio-emotion task performance using observational and naturalistic designs, but few have used controlled experimental design, with no prior studies in older adults. The present study explores how partial night sleep deprivation affects emotion recognition in 50 older adults (>60 years old) without psychiatric or sleep disorders. Subjects performed the emotion recognition task (ERT) and the emotion intensity task (EIT) after a night of uninterrupted sleep, and again after a night of partial sleep deprivation (awake 11 p.m. to 3 a.m.). We hypothesized that acute sleep deprivation will impair recognition of emotions relevant to interpersonal social interactions, such as sadness, surprise, and disgust, while leaving recognition of emotions related to survival, such as fear, anger, and happiness, intact. Our findings may explain why sleep disturbance can lead to impaired socio-emotional functioning and inform research on interventions for older adults facing elevated risk for sleep disturbance and depression.

Chronic Opiate Administration Induces a Long-Term Potentiation of Fear in a Model of PTSD

Kevin D. Li, Zachary T. Pennington, & Michael S. Fanselow, Ph.D.

University of California, Los Angeles

Fear and anxiety disorders are highly comorbid with substance use disorders. Existing literature suggests that substance use disorders result from an attempt to "self-medicate" fear and anxiety, but our research suggests that chronic drug use may result in increased susceptibility to developing these disorders. First, we assessed the impact of a chronic escalating regimen of morphine and withdrawal on a mouse-model of post-traumatic stress disorder: stress-enhanced fear learning (SEFL). Mice that received morphine and withdrawal displayed heightened freezing during the 10-shock trauma session without differences in shock reactivity. Furthermore, morphine treated animals displayed a robust sensitization of enhanced fear learning without generalization or differences in fear acquisition. This suggests that prior opiate exposure potentiates stress systems involved in trauma. In a separate experiment, we assessed the ability of JDTic, a Kappa-opioid antagonist to mitigate opiate-induced fear enhancement. However, JDTic did not decrease SEFL in morphine-mice as predicted. These experiments suggest that chronic drug exposure sensitizes fear-systems, an effect not prevented by JDTic.

Can a Pretest Function in a Similar Way to a Posttest?

Yuchen Li, Daria Tsakke, Stefany Mena, Saskia Giebl M.Sc., & Elizabeth L. Bjork, Ph.D.

University of California, Los Angeles

Decades of research have shown that retrieval practice of learned material (posttest) can benefit one's recall of that material (Roediger & Karpicke, 2006). Recently, research has shown that generating possible answers prior to exposure to material (pretest) potentiate learning of that material (Little & Bjork, 2011). The present study examined whether a pretest, in addition to potentiating learning of subsequent study, enhances retention of prior study as in a posttest context. Participants (Ps) studied weakly associated word pairs over two study phases. Words pairs shared a common cue word and were arranged such that Ps learned the first associate (display: museum) in Phase I, and the second associate (display: billboard) in Phase II. During an interim practice test, Ps in one condition recalled half of the associates from Phase I (posttest) and Ps in another condition attempted to guess/generate half of the to-be-studied associates from Phase II (pretest). Results (N = 96) showed recall benefits in practiced pairs regardless of practice condition. More interestingly, pretest practice, similar to a posttest, also demonstrated a recall benefit of associates from Phase I.

Hearing Water Temperature: Links Between Auditory Experience and Auditory Event Perception

Naomi Lin & Adena Schachner Ph.D.

University of California, San Diego

Without conscious thought, we learn about events in the world from sounds we hear. For example, we distinguish hot from cold water based purely on the sound of pouring (Velasco et al., 2013). How do these skills develop? Does such accurate auditory event perception depend on a lifetime of experience and learning? We hypothesized that extensive experience would be necessary, such that older but not younger children would be able to accurately perceive hot versus cold water from sound. To answer these questions, we tested children (3-12 years, current n=25; ongoing data collection). Children were played two sounds, of hot water and cold water being poured into a cup, and were asked to identify them as hot vs. cold. We also checked that they understood the hot and cold; and asked about their level of experience with hot and cold liquids. Data suggest that children of all ages (even preschool children) may be able to accurately distinguish the sound of hot versus cold water, suggesting that extensive experience may not be necessary. This finding bears on broad questions about the role of experience versus innate factors in auditory perception.

History Alive: Using Colorized Historical Imagery to Impact Retention and Engagement

Sybile M. V. Moser

Sierra Nevada College

History courses are stigmatized as highly disconnected subject matter from normative student experiences (Ogbu, 2003). The current study measured student retention, engagement, and verbal reflection of a textbook passage paired with either colorized or black and white (B & W) historical imagery. Participants from a small liberal arts college (n = 66) were selected via convenience sampling and randomly assigned to a color or B & W image condition. Participants read a sample textbook passage with a historical anecdote and complementary image, completed a retention assessment, an adapted version of the Engagement vs. Disaffection with Learning Scale (Skinner et al., 2008), and a 2 min written reflection. Results showed higher retention (p = .014) and engagement (p ≤ .0001) scores in the color image condition. Linguistic analyses of reflections revealed no significant difference in tense usage or positive emotion, however, higher rates of negative emotion words (p = .021) and references to death (p = .043) were detected in the B & W condition. Revitalization of history texts through colorization of historical imagery is expected to increase student interest and pedagogic investment.

Testing a Child-friendly Version of the Corsi Block Tapping Task

Christopher Ngov, Alyssa Ford, Ratiana Karapet, & Susanne Jaeggi, Ph.D.

University of California, Irvine

Working memory is implicated in a variety of daily tasks such as reading comprehension or calculating mental math. One of the most notable measures to test an individual's visuospatial working memory is the Corsi Block Tapping Task. With advancements in technology, experimenters have created a digitized version that is designed to mimic the original task, with the intent to simplify administration and create a more accessible cognitive measure. Our lab has created two versions that are meant to engage children and assess their working memory abilities. The purpose of this study is to compare our child-friendly versions with the typical e-Corsi version. Using game-like features that appeal to children may enhance engagement and reduce potential anxiety associated with "tests" while still measuring similar cognitive abilities. We administered the three versions on undergraduate students and polled their preferences regarding their versions. Preliminary results with over 30 participants shows that there are no significant differences in the participant's performance across the versions, though participants mostly prefer the child-friendly versions.

Patient Satisfaction Ratings of Male and Female Residents across Subspecialties

Vera Ong, Methma H. Udawatta, BS, Yasmine Alkhalid, BS, Thien Nguyen, BS, Josâlyn Woodard, MD, John P. Sheppard, MS, Sonia Iyengar, & Christopher W. Migdal, BS, Virgie Mosely, BS, Lynn K. Gordon, MD, Isaac Yang, MD

University of California, Los Angeles

Although females currently comprise over 50% of incoming medical students, they continue to be underrepresented in certain medical subspecialties—specifically in the surgical field (AAMC News, 2017; Bruce, 2015). To further assess this gender discrepancy among specialties, we designed a retrospective study to assess patients' perception of physician competency, stratifying gender, subspecialty, and post-graduate training. From October 2012 to June 2013, we administered surveys at two academic medical centers to evaluate communication, medical expertise, and quality of care given by residents. Patients ranked female residents as significantly better communicators, responders, and educators. No significant differences were observed between patient perceptions when aggregating all specialties. Although women had a better mean performance in communication, overall patient perception did not correlate. Further studies involve examining whether gender biases exist in residents' self-perception of their communication skills, medical expertise, and quality of care. Examining the reasons for these perceptions can apply to all specialties and possibly lead to better medical care overall.

Social Media as a Bridge to College-Relevant Resources and Representations: Examining how Sharing Bicultural College Experiences Can Increase Perceived Fit and Resource-Utilization among Black High School Students

Dreama Rhodes & Tiffany Brannon

University of California, Los Angeles

In addition to belongingness on a college campus, Black high school students may also have fewer resources available to navigate the college application process. Social media can act as a tool for higher education to both mitigate concerns about identity fit in college and bridge gaps in access to key resources. Using a sample of 180 Black and White high school students, participants will be exposed to a social media profile of a Black UCLA student that lists relevant application resources and gives insight into their college experiences. Participants will be randomly assigned to view a profile with more mainstream experiences (e.g., playbill for student production of Hamlet) or a more bicultural experience (e.g., playbill for student production of Color Purple). Next, participants will answer questions that assess interest in college, as well as measures that convey behavioral interests in pursuing a degree (e.g., effort on a sample UC application question). We hypothesize that for Black participants, being exposed to a bicultural undergraduate social media profile will have greater effects for perceived access to college and perceived connections to their own cultural background.

Ethnic Identity and Discrimination: First-Generation Vulnerability among Latino Adolescents

Claudia Rodriguez, Ritika Gastogi, & Jaana Juvonen, Ph.D.

University of California,
Los Angeles

Racial discrimination has detrimental psychosocial consequences, particularly among ethnic minorities. The current study examines whether perceived ethnic discrimination by adults in school (e.g., mistreatment by school faculty) is related to the strength of ethnic identity among first and second-generation Latino adolescents. It was hypothesized that ethnic identity would strengthen with perceived discrimination, inasmuch as mistreatment makes ethnic identity salient, particularly among first-generation youth. Survey data were collected from 1,531 eighth-grade Latino students (14% first-generation, 53% female) attending ethnically diverse California middle schools. Independent t-tests show that compared to first-generation, second-generation students report higher instances of discrimination, but no differences in ethnic identity. Although discrimination was rare among first-generation Latinos, it was negatively correlated with ethnic identity only among first-generation youth. These preliminary findings suggest that although first-generation youth may not report as much discrimination as their second-generation peers, the development of their ethnic identity may be more affected.

Should I be Pretty or Strong? Investigating Whether Parent Socialization Influences the Development of Early Gender-Typed Values

Tania Rodriguez, Melissa Ehlers, Miguel Portillo, & May Ling D. Halim, Ph.D.

California State University,
Long Beach

Previous research suggests that young girls strongly desire to wear feminine clothing and are preoccupied with looking pretty. Meanwhile, young boys may value physical strength as an emblem of masculinity. The purpose of this study was to examine whether parent socialization plays a role in girls' and boys' adoption of these gender-typed values. Using an experience sampling longitudinal design over one year, participants consisted of 28 parents with children from ages 2½ to 7 years old. Two independent researchers coded open-ended responses by parents who reported their attitudes towards physical strength and appearance for their child and themselves. Surprisingly, parents of girls did not report caring about their child's appearance more than parents of boys. Parents of boys did not report caring about their child's strength more than parents of girls. The majority of parents were mostly concerned about their child looking presentable and being healthy. The data suggests that children's development of gender-typed values may not begin with parents, but from other avenues, such as peer and media socialization. Keywords: Parent socialization; gender development; appearance/strength.

Dissociative Phenomenon: Performance Differences During Divided Attention Task

Madeline C. Rogers, Evan Hathaway, Jenn Lewis, M.S., & Don Tucker, Ph.D.

University of Oregon

Dissociation is defined as a mental process characterized by a lack of connection in a person's cognition, memory, or sense of identity. The current study sought to replicate previous research that investigated the effects of dissociation on performance and memory under different attentional settings. Undergraduate students, grouped into low and high dissociaters based on the Dissociative Experiences Scale (DES), participated in an emotional Stroop task and free recall memory task under selective and divided attention conditions. Consistent with previous findings, low-DES participants became significantly slower after switching to the divided attention condition. Unexpectedly, high-DES participants did not show significant differences in response time after switching from selective to divided attention conditions, suggesting that added difficulty of the task did not impair performance. Both groups remembered significantly more trauma-related words than neutral words under both conditions. This research provides evidence towards discerning what effects dissociation has on cognition, but if and how dissociative tendencies act as an adaptive mechanism for cognition remains unclear.

A Language Acquisition Component to Meta-Memory of Emotional Words

Rachel Smith, Grace C. Lin, Ed. M, M.A. & Susanne Jaeggi, Ph.D.

University of California, Irvine

Previous research has shown that people selectively choose to remember positive and negative words compared to neutral words. The present study investigates whether participants with varying language acquisition backgrounds would differentially select words to remember. We use a meta-memory task in which participants were shown a series of words and placed a bet on each word based on how likely they think they would recall the word. After the words were presented, participants were asked to recall as many words as they could remember. All stimuli were categorized as positive, negative, or neutral words. Participants were separated into three groups: English monolinguals, English dominant bilinguals, and English non-dominant bilinguals. Preliminary findings from over 30 participants show that college students chose to bet higher on negative and positive words compared to neutral words, as well as remembered more negative and positive words. However, English non-dominant bilinguals choose to bet significantly more points on positive and neutral words than their peers did, indicating that they may be less sensitive to the valence level of each word.

Normalization for Decision-Making Affected in Individuals with Schizophrenia

Leila Solouki, Sivananda Rajananda, Megan Peters, Ph.D., & Hakwan Lau, Ph.D.

University of California, Los Angeles

Understanding disrupted cognitive processes in patients suffering from schizophrenia can lead to a better understanding of the disorder. "Divisive Normalization" is a neural computation in which the activity of a neuron is divided by the activity of nearby neurons. It represents the way our neurons take context into account. Research has shown that normalization in some visual processes is impaired in people suffering from schizophrenia (Schallmo, Sponeim, & Olmann, 2015). We aimed to determine if normalization is also impaired in decision-making for individuals suffering from schizophrenia. We hypothesized that when making social decisions, normalization would be impaired in such patients. Patients completed an experiment in which two attractive faces were presented with an unattractive distractor face. Patients had to choose the most attractive face. A normalization model would predict that a highly unattractive face would make the attractive target face seem more attractive. We hypothesize that patients suffering from schizophrenia will not follow the normalization model, and that the distractor face will not influence the choice a patient suffering from schizophrenia will make.

The Effects of Religiosity and Media Priming on Attitudes Towards Alcohol

Surabhi Swaminath, Trenten Foulkrod, Cassandra Travers, & Kristin Kiddoo, Ph.D.

Saint Louis University

Approximately 88,000 people die from alcohol-related deaths annually, making alcohol the third leading preventable cause of death in the US. Understanding the cognitive processes and potential protective factors may help develop preventive measures for casualties due to alcohol. Previous research has examined participants' reliance on God and how it influences their perceived social norms concerning alcohol consumption. Although research has been conducted on religiosity and alcohol, the role of the media as an influencing factor in this relationship has not been investigated. The current study examined how a person's sense of religiosity and exposure to the media (commercials about alcohol use) affects their attitudes toward alcohol. It was hypothesized that participants low in religiosity would be more influenced by media representations, and thus report views toward alcohol in agreement with the presented videos, whereas those high in religiosity would be less influenced by the media representations.

Ethnic-Racial Socialization Mediates Ethnic Differences in Social Support

Gisselle Tamayo, Rosa Garcia, Joanna Kim, & Anna Lau, Ph.D.

University of California,
Los Angeles

Social support (SS) in adolescence has been linked to a myriad of positive behavioral and mental health outcomes (Guan, 2015). Yet, ethnic minority youth often report lower levels of SS compared to European American (EA) youth. Given the advantages of SS, it is critical to identify determinants of SS perceptions across ethnicities during adolescence when youth are at increased risk of mental illness. Given established relations between ethnic-racial socialization (ERS) and intergroup relations and achievement (Priest et al., 2014), the current study looks to uncover ethnic differences in SS among adolescents and types of ERS as a potential mediator of differences in SS. EA adolescents reported significantly higher levels of SS than Asian American (AA) adolescents, $t(1,363)=6.97$, $p<.01$. Parents' teaching mistrust of other races within ERS mediated decreases in sense of SS among AA adolescents ($B=-.12$, 95%CI: -.18 to -.05). However, parents' teaching AA adolescents about their ethnic history and culture potentiated feelings of SS ($B=.12$, 95%CI: .04 to .20). Findings suggest that parents' ERS messages are crucial to the protective and vulnerability effects of SS among AA adolescents.

Collegiate African American Women's Beliefs, Coping Behaviors, and Barriers to Seeking Mental Health Services

Taryn Thrasher, Tamar Kodish, & Blanche Wright

University of California,
Los Angeles

Stigma surrounding mental health service access has been found to be notably pronounced in the Black community (Ward et al., 2013.) While prior research has identified negative attitudes about services among older Black women, there has been minimal study of younger Black women's attitudes and behaviors regarding accessing mental health services (Ward et al., 2009.) Black women attending predominantly White institutions may have unique beliefs about mental health service utilization due to their minority status. In this study, we examine Black women's beliefs about mental illness, coping behaviors and barriers to seeking treatment. Concepts will be assessed through semi-structured interviews with twenty Black female UCLA students; the sample will be representative of 1st, 2nd, 3rd and 4th year students. Interviews will be audio recorded, transcribed, and coded to identify recurring themes. We expect that students will cite racial discrimination and academic pressure as sources of mental distress. We expect that students will name stigma, lack of awareness and limited resources, as barriers to care. This work may identify unique mental health needs in this understudied group.

Home-School Continuity in Behavior Management: Implications for Latino Preschoolers' Self-Regulation

Julius A. Utama & Adina R. Schick, Ph.D.

New York University

Children's self-regulation, or the ability to inhibit dominant responses, focus attention, and use working memory to complete tasks, is a crucial component of school readiness, and develops in tandem with adults' use of positive, proactive, and autonomy supportive behavior management. Existing research, however, has focused on European-American practices, and has yet to explore how home-school differences in behavior management styles are related to the self-regulation skills of ethnic minority children. As such, teachers of low-income Latino preschoolers (N=72) were audio- and video-recorded during a book-reading interaction. Interactions were transcribed and verified at the utterance level, and coded for type, valence, and degree of control. Analyses are ongoing, and preliminary findings suggest that teachers and caregivers diverged on several dimensions of behavior management. In extending past research (Barbarin et al., 2010; Schick, 2014), we hypothesize that home-school discontinuity in certain practices will be associated with improved self-regulation, especially when adults in one setting may compensate for the lack in behavioral supports in the other.

The Role of Diversity Promotion and Social Connection on Intersectional Identity Integration

Evelyn Vazquez & Tiffany Brannon, Ph.D.

University of California,
Los Angeles

Previous research (Brannon & Kinsfather, 2018) shows that undergraduates randomly assigned to a social connection manipulation felt significantly more integration between their whole self and UCLA student identity. The present study aims to further examine how intersectional identification in the context of diverse mainstream institutions (e.g., colleges) can facilitate (a) a sense of belonging and inclusion and (b) openness to engaging in discussions of oppression and inequality. Using an intersectional identity framework, the present study will code qualitative data from the study in which participants described their whole self and UCLA identity. Coding schemes will explore multiple identities and how identity integration may vary among various racial groups. We hypothesize that when diversity in a school setting will promote individuals to integrate their identities, rather than separating them into distinct categories. Support for this hypothesis would suggest that integration of multicultural texts at the individual level could help promote majority groups and marginalized groups to engage in conversation about equality, oppression, and discrimination.

Asian Americans' Strategies for Coping with Discrimination: The Moderating Roles of Self-Esteem and General Life Stress

Peiyi Wang, Gary Xia, & Dr. Chuansheng Chen

University of California, Irvine

People use different strategies to deal with discrimination (Wei et al. 2010), but less is known about the factors related to the use of different coping strategies. We surveyed 404 Asian college students (83% female). As expected, perceived discrimination was positively correlated with the use of all five coping strategies (Education/Advocacy, Internalization, Drug and Alcohol, Resistance, and Detachment, r's = .14 - .20, p's < .01), which in turn were associated with poor well-being (more depressive symptoms for all five strategies, r's = .13 - .45, p's < .01, and lower satisfaction for Detachment, r = .22, p < .01). The choice of coping strategies, however, depended on ones' self-esteem and general life stress (significant interactions with discrimination, β's = -.11 to -.15, t = -2.45 to -2.67, p's < .05). Specifically, high self-esteem buffered against the use of negative coping strategies (Drug/alcohol use, Internationalization, and Detachment) when coping with high perceived discrimination. When general life stress was low, high discrimination was also associated with Drug/alcohol use and Resistance, perhaps because low general life stress made discrimination more salient.

Microaggressions and Coping Strategy Outcomes with Racial Identity as a Mediating Variable

Alexis Brown & Sophia Wuest

University of California, Santa Cruz

Racial and Ethnic microaggressions (MA) are subtle forms of racism that affect people's everyday life (Sue et al., 2007). Previous research has established that experiencing microaggressions negatively impacts well-being (Jones, Peddies, Gilrane, King, & Gray, 2013). The current research seeks to understand the effect of experiencing microaggressions on participants well-being while mediated by coping skills, racial sensitivity and racial identity. Data was collected from 53 psychology undergraduate students. We hypothesized that students who reported higher racial identity and higher racial sensitivity experienced a mediating effect of MA when predicting well-being. Preliminary analyses found MAs predicted perceived stress when controlling for coping skills. In addition, there was marginal significance when MAs predicted stress when controlling for racial identity. Additional participants will be collected and added to the current sample for further analyses. Understanding the effects of racial sensitivity, racial identity, and coping skills has implications for creating programs to mitigate the effects of MAs within universities.