

Volume 12, issue 1, 2017

Southeastern Journal of Psychology

PROGRAM SCHEDULE

**Twelfth Annual Meeting
Georgia Psychological Society
College of Coastal Georgia
Brunswick, Georgia**

Welcome to the

Georgia Psychological Society



Your conference registration provides the 2017 membership to the Georgia Psychological Society. The GPS was founded on the great need for professional communication and sharing among college faculty, professionals, and students of our region. Collaboration, communication, and mentorship are important to our mission to share Psychology with both members and non-members. As part of this mission, these proceedings and all articles published by the Georgia Psychological Society are freely available electronically in our Southeastern Journal of Psychology.

Conference and Membership Registration Rates for 2017:

- ◆ Regular member (Ph.D., Psy.D., Ed.D.) \$35.00*
- ◆ Professional member (M.A., M.S., Ed.S.) \$35.00*
- ◆ Students (graduate or undergraduate) \$25.00*

For more information, go to <http://gpsonline2017.weebly.com>

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

SOUTHEASTERN JOURNAL OF PSYCHOLOGY

A publication of the Georgia Psychological Society

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South Georgia, Blaine Browne at blbrowne@valdosta.edu, *Valdosta State University**

GPS Psi Chi Coordinator

- Heather Kelley, hkelley@valdosta.edu, *Valdosta State University****
Current terms

* 2014-2016

**2015-2017

***2016-2018

REGISTRATION

Registrations will be taken in the main lobby of the Southeast Conference Center, College of Coastal Georgia from 7:45 am to 10:15 am Saturday, April 22, 2017. Conference registrations include 2017 membership in the Georgia Psychological Society for \$35.00* for faculty (doctoral level) and professionals (master's level), and \$25.00* for students (undergraduate and graduate levels).

* Early registration is discounted to \$30.00 for faculty and professionals, and \$20.00 for students.

GENERAL INFORMATION

A campus map showing the Southeast Conference Center and parking areas are shown on page iv. Driving directions and map to Morehouse College are also shown on page iv. Lunch is provided with conference registration. Lunch will be served in Mariner's Galley at 11:45 pm to 1:00 pm. Registration nametags are required for lunch and participation in the conference. Spouses and relatives (up to two people) of a registered conference attendee may register for a special rate of \$10.00 (each person) for talks, and access to snacks, coffee, and lunch.

INTEREST GROUPS

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

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

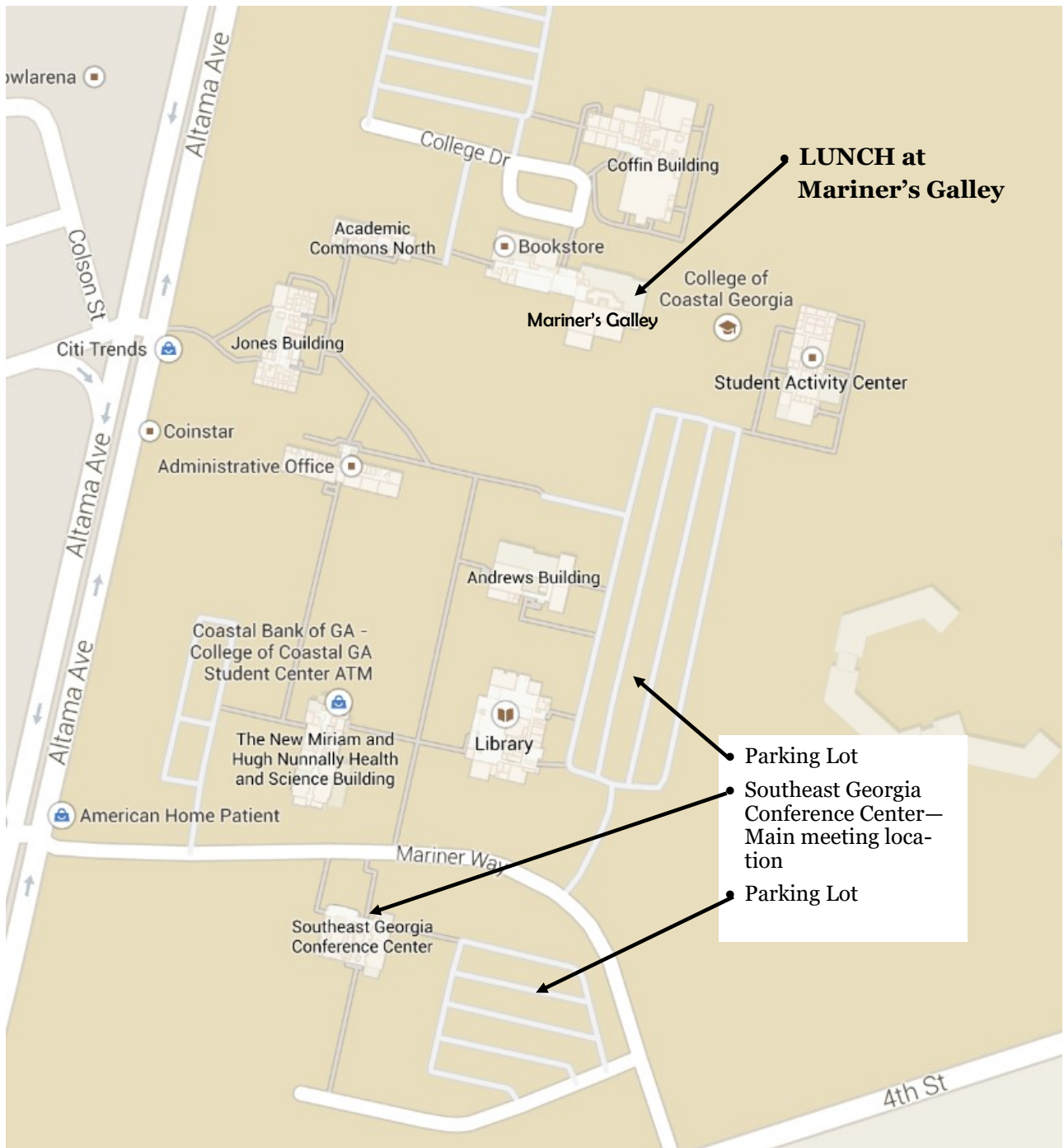
ACKNOWLEDGEMENTS

The Georgia Psychological Society is pleased to acknowledge the following universities, colleges and members in their support for our organization and our 12th annual meeting.

1. Department of Social Science, College of Coastal Georgia, the 2017 GPS meeting host.
2. Department of Psychology, Georgia Southern University
3. Department of Psychology, Morehouse College.
4. Department of Psychology, Counseling, and Family Therapy, Valdosta State University
5. Kimberly Mannahan, PhD, reviewer, Department of Psychology, College of Coastal Georgia
6. Jennifer Andrews, PhD, reviewer, Department of Psychology, Morehouse College
7. Heather Kelley, PhD, reviewer, Department of Psychology, Counseling, and Family Therapy, Valdosta State University
8. And 5 anonymous reviewers

Thank you.

Campus of College of Coastal Georgia



The twelfth annual meeting of the Georgia Psychological Society will be held in the on the campus of College of Coastal Georgia in Brunswick, Georgia. Meetings will be held at the Southeast Georgia Conference Center, and lunch will be served at the Mariner's Galley. Parking is available next to the conference center as well as the Mariner's Galley.

12th annual meeting of the Georgia Psychological Society

Saturday, April 22, 2017

College of Coastal Georgia, Brunswick, Georgia

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Proceedings of the Twelfth Annual Meeting of the Georgia Psychological Society April 22, 2017

Onsite Registration

7:30 am—10:15 am

Southeast Conference Center

Main Lobby

*Complimentary coffee and donuts to
10:30 am*

General Poster Session

8:00 — 9:15 am

Southeast Conference Center
Main Lobby

Setup begins at 7:30 am

Group 1: Analysis of books in education and health

Durr, S. M., & Walters, L. Middle Georgia College.
The use of cartoon animals as characters in children's bibliotherapy,

Storybooks have long been regarded as a conduit for change: "healing tools" (Pardeck, 1994). In children's books, animals often play the main characters. The purpose of this paper is to examine the use of cartoon animals as main characters in bibliotherapy for children and youth. The books used in this cursory examination include current resources published by the American Psychological Association.

DePaola, R., & DePaola, S., Thomas University. *Community cookbook: primary sources for social interactions.*

Community cookbooks serve as primary sources of personal and community narratives. The purpose of this present study is to examine the rhetorical context of two community cookbooks from southwest Georgia published in 1947 and between 1950 and 1963. The analysis suggested that the farming community relied on the food that they grew. Further, this community's cookbook revealed that "bragging rights" over dessert recipes were valued. These meal finishers demonstrated the social status of the donor.

Marciano, D. L., Valdosta State University. *Representations of school assessment in children's picture books.*

Picture books are simple stories for children, aren't they? In this era of high-stakes testing, what messages about school assessment are portrayed in children's picture books? This content analysis examines picture books about school assessments (tests, spelling bees, academic competitions, etc.). How are characters and assessment portrayed? How might these depictions impact young readers' test anxiety or assessment success? This study asks, "Why does this even matter?"

Crumpton, Q., Grissett, J., Georgia Southwestern State University. *Students' Perceptions of Free Online Textbooks.*

The focus of our study was to collect data on students' perceptions of free online textbooks. Our study consisted of 118 participants and the Textbook Assessment and Use Scale was used to collect data. Discover Psychology 2.0, Introduction to Psychology, Research Methods in Psychology were the online textbooks used for the study. Discover Psychology 2.0 book was rated higher on visual characteristics, namely where figures and photographs were placed, as well as examples used in the text. There were no statistically significant differences between the texts on ratings for tables, study aids, or writing.

Group 2: Biological processes in psychology

Bluhm, C., & Smiley, M., College of Coastal Georgia. *STEM, middle school students, and learning innovative psychological concepts.*

This poster serves as a demonstration of how the world's first face transplantation (through surgical imagery, photographs from workshop, sample quiz) can be used as a method to introduce middle school students STEM concepts (Science, Technology, Engineering, and Mathematic). The Science Exposition is a yearly event that introduces STEM concepts to local youth at the College of Coastal Georgia. Psychological issues related to identity, facial trauma, and consequent disrupted social relationships are discussed.

Talor, C. R., Drury, T. K., Mueller, D., Sanchez, M., Childers, K., & Donathan, K., Valdosta State University. *College student awareness of causes of facial skin flush after drinking alcohol.*

Facial flush is caused by a genetic mutation of the ALDH2 gene alleles controlling the metabolic processing of alcohol. People with this mutation encounter facial flush, a fast reddening of the skin—including the face, as alcohol permeates the body with toxic by-products. Facial flush mutation is concentrated among individuals of primarily Asian descent, but include significant proportion of Ashkenazi Jews and smaller proportions of Caucasians and Hispanics. While widely interpreted as a social concern—embarrassment, facial flush is actually a major health risk associated with gastro-intestinal cancers. The present study compared the awareness of nursing and social science majors to the dangers of facial flush.

Smith, M., Edwards, E., Morehouse College, Lacey, T., Best, J., Spelman College, & Markham, C., Morehouse College. *Unconditioned and Conditioned Defensive Responses to Predator-Odor Threat in Syrian hamsters*

In this study, biological and non-biological odors were used to evaluate unconditioned and conditioned defensive responses in male Syrian hamsters. Specifically, we examined whether coyote predator odors will elicit unconditioned avoidance behaviors in hamsters using a novel runway box. We compare these effects to formaldehyde, a non-biological odor. We hypothesized that while coyote odor exposure will elicit unconditioned and conditioned avoidance, animals exposed to formaldehyde will only show uncon-

ditioned avoidance. Findings will address issues in the neurobiological basis of innate avoidance behavior, it also be the first to examine predatory avoidance behaviors in hamsters.

Cummings, R., Morehouse College, Mumma, J., Georgia Institute of Technology, Durso, F., Georgia Institute of Technology *Workload While Removing Personal Protective Equipment for Ebola Virus Disease.*

Three female health care workers performed a nine-step personal protective equipment removal process and were tasked to complete the six-dimension widely-used workload measurement instrument called the NASA- Task Load Index. Each step had an independent profile which was grouped in common clusters suggesting common task demands. Results of this study raise more focused questions about why certain steps may be problematic and are an important first step towards making the doffing process safer.

Group 3: Coping and stress

Cox, T., & Mannahan, K., College of Coastal Georgia. *Attitudes toward victims of sexual assault,*

With sexual assault leading as one of the most under-reported violent crimes in the U.S., sexual assault can be easily misunderstood and victims quickly stereotyped. I investigated attitudes toward victims of sexual assault and the relationship between the age and gender of the victim. Data concluded that there was negative stigma associated with male sexual assault victims, with participants believing male sexual assault claims are frequently untrue and are less likely to get involved.

Ramos, C., Barnes, B., Desai, P., & Mannahan, K., College of Coastal Georgia. *An investigation of stigma towards adopted children: The influence of race and family structure.* College of Coastal Georgia.

The current study was designed to measure participant's attitudes towards children who are adopted, whether they are adopted by a traditional family structure (male/female) or a nontraditional family structure (Single-parent,

Gay/Lesbian). We wanted to get an understanding of how adopted children are viewed whether negative or positive.

We expected participants to show more negative attitudes toward children adopted by nontraditional family structures than towards a traditional family structure, and we also expected to find that participants endorse more negative perceptions of an adoption of a child whose race differs from the adoptive parents.

Northington, S. A., Augusta University, Shelton, H. C., Fortis College, Howell, R., Rodriguez, T., & Rogers, K. Augusta University *Examining the Increase in Functional Communication in Children with Developmental Concerns in Comparison with Other Children in Clinical Treatment*

Pivotal Response Treatment (PRT) has demonstrated significant increase in functional language and communication for children with autism spectrum disorders. Over the past several years, generalization of PRT techniques beyond ASD has been examined, with increased functional verbal output demonstrated in children with other developmental concerns, including global developmental delay, speech delay, and Down syndrome. In the present study, language behaviors after PRT were obtained from three 4-year-old boys diagnosed with global developmental delay, ASD, and a neurotypical child. Data were collected and analyzed to examine increase in verbal language. All three children demonstrated increases in functional communication after intervention with PRT.

Myers, C., Courson, A., Grooms-Sadley, C., & Jacobs, V., College of Coastal Georgia. *Loneliness, negative emotions, and drug use motives among college students,*

We examined whether perceived loneliness was associated with levels of anxiety, depression, coping strategies, and motives for drug and alcohol use in college students (N= 136) using an online survey. We found significant differences in coping strategies and motives for drug and alcohol use based on level of loneliness, as well as that level of anxiety interacted with loneliness to produce differences in drug and alcohol use motives, and will discuss implications of these findings.

McCall, P., Bullard, E., & Myers, C., College of Coastal Georgia. *A comparison of anger responses following meditative yoga.*

We examined how practicing meditative yoga influences measures of anger (BP, HR, and mood responses) during and after an anger induction. We compared anger responses among yoga Experts and Novices to who either participated or watched yoga prior to anger induction. Preliminary findings indicated that yoga can be effective for reducing anger-related responses following a laboratory anger induction. Final results and their implications will be discussed.

Simmons, M., McCall, P., Carrasquillo, D., Manahan, K., College of Coastal Georgia. *Does Symptom Display and Gender Influence Mental Disorder Stigma?*

The present study extends upon previous research on the relationship of gender in mental illness stigma, which demonstrated that gender-atypical disorders elicit more stigma. Our study also investigated the relationship of overt versus covert mental disorder symptom display in stigma. Participants consisted of 70 females and 13 males.

Ashley, C., & Glover, E., Kennesaw State University. *The relationship between childhood trauma exposure and fear-potentiated startle.*

Exposure to childhood trauma has been associated with increased risk for developing adult anxiety disorders. Few studies have examined the relationship between childhood trauma and physiological markers of anxiety. Our laboratory uses a fear-potentiated startle (FPS) paradigm to characterize psychophysical correlates of fear and anxiety. We hypothesized that high levels of childhood trauma exposure would be associated with high anxiety symptoms and heightened fear-potentiated startle.

Group 4: Human performance and decision making in applied settings

Byrd, J., & Wang, D., University of North Florida. *Impulsivity, sensation seeking, and driving performance.*

In this study, we aimed to assess two relationships 1) impulsivity/sensation seeking traits and driving behavior 2) self-reported driving behavior and recorded driving performance in a choice reaction time task with a driving simula-

tor. Results showed that values of impulsivity and sensation seeking did not correlate with self-reported or recorded driving performance but self-reported driving behavior was correlated with reaction time to a visual stimuli while driving.

DePaola, S., DePaola, R., Ralston, R., Lopez, R., Wimberly, A., Gilbert, S., Wright, T., & Williams, Q., Thomas University. *Probability of retention of junior varsity student-athletes.*

Because of an increasingly competitive enrollment market for students, small colleges have started offering junior varsity sports to attract student-athletes who enjoy participating but lack the skills necessary to compete at larger institutions. However, one factor that has not been examined with respect to junior varsity programs at small colleges is student retention. Preliminary analysis of student records indicates that over 30% of junior varsity students-athletes dropped out during their first academic year.

Osborne, H., & Huynh, H. Armstrong State University. *Players' perspective: How personalities and infractions of coaches affect revenge orientation.*

Previous research on coach-player relationships emphasizes that a healthy, positive relationship is necessary for optimal player performance. This study examines athlete's perceptions of their coach as a person, their reactions to a situation when their coach may have hurt them in the past, and how these factors influence players' revenge orientation.

Rodriguez, T., Baker, F., Eckert, B., Lui, V., Perkins, R., Augusta University. *Effects of Individual Characteristics on Blame Attribution in Hate Crime Scenarios.*

Prior exposure to discrimination could possibly influence how individuals perceive culpability of victims in hate crime scenarios. Individual characteristics of the victim have been found to influence the amount of blame placed on the victim in hate crime scenarios using a person perception vignette method. The purpose of the present study was to investigate if prior exposure to discrimination would influence victim culpability in hate crime scenarios using the same method.

Beverly, S., Morales, C., & Mannahan, K. K. College of Coastal Georgia, *The effect of social status and gender on memory conformity*

Prior research has indicated that our memory can

be conformed based on those around us, especially those who we view as being authoritative. The purpose of our study was to measure correlations between gender and memory conformity and social status and memory conformity. We measured this by showing a brief video followed with questions about the video. We then showed the participants a vignette with follow up questions.

Jones, Z., & Mannahan, K., College of Coastal Georgia. *Intimate partner violence: Attitudes towards people who stay.*

The goal of this study was to investigate how harshly people would be judged for being in abusive relationships. We examined whether participants who had been in abusive relationships would have more positive or negative perceptions of others who were in the same situation, and whether their gender contributed to any differences in their responses.

Cox, J. T., Spires, R., Paine, D., Valdosta State University, *Pre-service Teacher Field Experience Reflections: A Case Study on Attitudes towards Control, Behavior, Students, and Self*

This study examined the attitudes and beliefs of pre-service teachers serving a four-week-long apprenticeship the semester prior to student teaching. The data set consists of written reflections composed by each teaching candidate in response to prompts pertaining to reflective practice. Main analysis focused on how pre-service teacher reflections of field experience revealed 1) attitudes towards learning, behavior, and self-efficacy in the classroom, and 2) whether concerns and anxieties show a gap between evidence-based practices (EVP) and the instructional choices in field experiences.

study and employment.

Pope, H., & Drury, K., Valdosta State University,
Conducting research during study abroad.
9:45-10:15 am

Study abroad provides rich learning experiences that encourage students to explore classroom topics in new cultural contexts. For many Psychology majors, conducting research is a part of the undergraduate learning experience. Combining the research learning experience with that of study abroad learning provides excellent opportunities and also challenges. This workshop examines these opportunities and challenges for undergraduate and graduate students, as well as for faculty supporting them.

WORKSHOPS

9:00/9:15 am to 10:15 am

Altamaha and Satilla rooms

GRE test preparation 9:00—10:15 am **Altamaha Room**

Mannahan, K. K., College of Coastal Georgia, Talor, C.R., & Highsmith, J. Valdosta State University.
GRE preparation assessment

This workshop provides a practice test for the Graduate Record Examination (GRE) for both verbal and quantitative sections. This workshop is for students interested in getting some guidance on GRE test and feedback before paying the fees and taking the actual examination. The workshop consists of a brief overview of the test and actual test. Results of the practice testing will be graded and scores given back to participants in Paper Session 2 at 1:40 pm. Participation will be limited to 20 participants.

Study abroad 9:15—10:15 am **Satilla Room**

Cunningham, T., Valdosta State University, Bluhm, C., College of Coastal Georgia, & Nielson, M. Georgia Southern University. *Get the most out of your study abroad experience 9:15—9:45 am.*

The study abroad workshop provides information important to students interested in obtaining college credits in study abroad programs, emphasizing Europe and China. Discussion topics will include academic issues, such as courses offered, how courses may be applied to your major, and impact on academics and long term outcomes including graduate

Paper Session 1:

Issues in prejudice and discrimination

Satilla Room

10:25 - 10:50 am

Crafton, D., & Huynh, H.P., Armstrong State University, *Morality predicts prejudice towards refugees*

This study examines how people make judgments about refugees, specifically whether they are based on refugees' physical characteristics or the qualities that people ascribe to them (e.g., morality, humility). Regression analyses show that perception of morality was the best predictor of people's prejudice, both blatant and subtle, toward refugees whereas humility was only a significant predictor of subtle prejudice.

Tost, J. & Martinez, J., Valdosta State University. *Hidden prejudice and inequity: Employing big data to substantiate and evaluate collective racial and gender bias.*

This presentation highlights how big data sources (e.g., Google Trends) can be utilized to uncover and address our collective prejudices and inequities. Attendees will be introduced to multiple big data sources, provided instructions as to how to access and utilize sources, and challenged to use the sources in critical ways.

Spires, R. (2015). Achievement Gap. In *Encyclopedia of World Poverty*. Odekon, M. (Ed). Sage Publications, Thousand Oaks, CA.

Spires, R. (2014). Human trafficking NGOs in Thailand: a two-site case study of the children served in educational programs. *Slavery Today*. 1:2. 93-118.

Keynote Address

Robert Spires

Catered Lunch (buffet)
Mariner's Galley

(across campus)

11:45 – 1:00 pm

Preventing human trafficking and education programs and experiences

Auditorium

11:00 – 11:45 am

PSI CHI POSTER SESSION

Main Lobby

Southeast Conference Center

1:00 – 1:30 pm

Dr. Robert Spires, *Valdosta State University*. Preventing human trafficking and education programs and experiences

Dr. Spires earned his Ph.D. at the University of Georgia in 2012. His research experiences include working with NGO educational programs in Southeast Asia focused on educational practices, curriculum development, and outcome s.

Representative Publications

Spires, R. (2015). *Preventing human trafficking: education and NGOs in Thailand*. Surrey: UK. Ashgate Publishing Company.

Spires, R. (2015). Vulnerability. In *Encyclopedia of World Poverty*. Odekon, M. (Ed). Sage Publications, Thousand Oaks, CA.

Berdon, E., Mattis, A., Orr, A., Sinclair, S., Trigg, M., Eckert, B., Topolski, R., Patton, T., & Klug, C. Augusta University, *Himalayan sea salt: Salt of the earth or new millennium snake oil?*

Himalayan salt distributors boast that their product possesses numerous health benefits as well as superior taste compared to other types of salts. This study compared participants' taste perceptions of Himalayan, sea, and table salt. Equal measurements of the salts were dissolved into water then cooked into rice before being

administered to participants. Analyses showed no ability to distinguish between salts nor was there a preference for the taste of Himalayan salt over other salts.

Mankute, A., Salvi, S., & Darby, R. Flagler College, *Generational and gender differences in workplace expectations.*

Previous research states that there are generational differences in workplace expectations on account of Millennials placing higher value on the individual aspects of a job (Ng, Schweitzer, & Lyons, 2010). The literature on the different factors that may impact the generational differences is sparse; thus, the current study aimed to expand on previous literature by analyzing the gender differences in workplace expectations. Participants ($N = 184$, $M = 89$, $F = 95$) were randomly selected for interviews from the main street of a tourist town in Florida. The participants were asked demographic questions as well open-ended questions, such as: A great manager should be a _____, should a manager focus on your strengths or weaknesses, how often should a manager praise your work, and what type of relationship do you want to have with your manager. Coding responses exceeded 75% agreement. No differences were noted for workplace expectations for Millennials, Generation X or Baby boomer generations. Further research is needed to explore whether factors such as education level or current occupation may impact workplace expectations.

Elijah, W., Quarles, C., Brown, A., Price, D., Benjamin, A., Covington, K. Augusta University. *Developing leaders in the Greek community*

Currently, there are no software applications that effectively evaluate leadership skills or measure leadership growth. The present research developed a software application to assess leadership. The current project focused on leadership development within Greek communities. Leadership assessment development was based on leadership models (Hall, 2015; Lau Chin, Desormeaux, & Sawyer, 2016) and specific Greek related activities (e.g. homecoming, recruitment, chapter meetings, philanthropy events). The items were then beta tested with Greek members ($n = 53$). Members provided feedback regarding the utility, method of delivery, scale type, and perceived validity. Results showed the items were favorably rated as measures of leadership as good (48%), as good

measures that need some improvement (28%), bad measures (15%), and no response (9%). Most (69%) of respondents indicated the leadership app would be useful. Implications and applications will be discussed.

Daniel, K., Covington, K., Warden, D., Gaffney, J., Augusta University, *Parenting styles and risk perception: A domain-specific approach to college students.*

Risk perception is the degree of riskiness associated with certain behaviors. Parenting styles are general strategies that parents use for child-rearing. Prior research with child and adolescent participants has indicated that authoritarian and permissive parenting styles are associated with higher and lower risk perception, respectively. The purpose of the present investigation was to better understand the relationship between parenting styles and risk perception among college students across multiple domains of risk.

Pope, H., Drury, T., Childers, K. Valdosta State University, Webster, D., Georgia Southern University, & Talor, C. R., Valdosta State University. *Color and emotions: Convergence and divergence of our color preferences.*

Color has often been linked with emotions and emotionally laden events and activities. In the present study 120 undergraduate students were asked to judge colors for their emotionality. Colors evaluated were red, green, yellow, violet, gray, blue, orange, black, and brown. After presentation of a color, participations then reported the extent the color evoked an emotion. Emotions assessed were anger, sadness, happiness, calmness, anxiety, passion, envy and hopefulness. Variations were observed in how colors evoked emotions. Red evoked anger (23%) in some participants, but also, happiness (20%) and passion (31%) in others. In contrast, green evoked primarily calmness (63%) among participants. Although, participants were instructed to identify emotions, between 11% and 32% identified objects for a color, suggesting connections by some participants of color to things rather than emotions.

Paper Session 2:

Applied Topics in Psychology

Altamaha Room

1:40 - 2:15 pm

Ice Cream Social

2:20 – 3:15 pm

Main Lobby

and

Discussion and planning for 2018

Main Lobby

(open to all)

Talor, C.R., Highsmith, J., Valdosta State University, Mannahan, K. K., College of Coastal Georgia, *Interpretation of GRE test scores.*

Graduate Record Examination (GRE) test results from the practice test from the morning GRE workshop will be privately distributed to test takers attending this session. General guidelines to test score interpretation will be presented with focus on requirements of graduate programs at both the masters and doctoral levels. Attendance at the morning session is not necessary, as the discussion will encompass issues of general interest to undergraduate students interested in graduate study. In addition, information of other aspects of a graduate application will be discussed, including variables often considered in graduate selecting candidates for programs.

Talor, C.R., Price, J. Bowen, K., & Henderson, J., Valdosta State University. *Attachment security and use of emojis by men and woman,*

The present study explored the types and variations of emoji use by young adults, with specific focus on differences in emoji use across gender. Results are consistent with use of emojis as an emotional reference or context for text messages and that women use positive contexts more than men. Examination of specific emojis used in last two messages will be reported as well as data concerning purposes and uses of emojis in texting. Additional analyses of the emotional valences of emojis sent in text messaging and security of attachment as measured by participant responses on the ECR scale will be reported.

Georgia Psychological Society 2017

Twelfth Annual Meeting
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Brunswick, Georgia
Saturday, April 22, 2017

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- Updates on next years' meeting
- New publications and published abstracts

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School of Psychology

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*Must be at least 18 years of age to participate.



Hands-on Psychology

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GEORGIA SOUTHERN
UNIVERSITY

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- Reviewer..... Kristina Dandy, *Georgia College and State University*

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Alternative admission criteria

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Quantitative GRE of 145.

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

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- ◆ Questions concerning possible contributions be directed to the Editor.

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

Saturday, April 22, 2017

Location: Southeast Conference Center, College of Coastal Georgia

7:45–10:15 am	Registration <i>Complimentary Coffee and donuts</i>	Main Lobby
8:00 –9:15 am	General Poster Session (set up begins 7:30 am)	Main Lobby
9:00–10:15 am	Workshop: Graduate Record Examination (GRE) practice test	Altamaha Room
9:15–10:15 am	Workshop: Getting the most out of study abroad	Satilla Room
10-15 –10:25 am	Transition	
10:25–10:50 am	Paper session 1: Issues in prejudice and discrimination <i>1. Morality predicts prejudice towards refugees</i> <i>2. Hidden prejudice and inequity: Employing big data to substantiate and evaluate collective racial and gender bias</i>	Satilla Room
11:00–11:45 am	KEYNOTE ADDRESS: Robert Spires, <i>Valdosta State University</i> , Preventing human trafficking and education programs	Auditorium
11:45 – 1:00 pm	LUNCH at Mariner’s Galley (across campus quad)	Mariner’s Galley
1:00–1:30 pm	Psi Chi Poster Session	Main Lobby
1:30 – 1:40 pm	Transition	
1:40 –2:15 pm	Paper session 2: Applied Psychology <i>1. Interpretation of Graduate Record Examination test scores</i> <i>2. Attachment security and use of emojis by men and women</i>	Altamaha Room
2:20–3:15 pm	Ice Cream Social and Planning for GPS 2018	Main Lobby

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c/o Department of Psychology, Counseling, and
Family Therapy
Web site: <http://gpsonline2017.weebly.com/>

Membership and Registration fees 2017*

Faculty (Ph.D., Ed.D, Psy.D, M.A., M.S.):	\$35.00
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