

Volume 13, issue 1, 2018

Southeastern Journal of Psychology

PROGRAM SCHEDULE

Thirteenth Annual Meeting

Georgia Psychological Society

Thomas University

Thomasville, Georgia

Welcome to the

Georgia Psychological Society



Your conference registration provides the 2018 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 2018:

- ◆ 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>

Contact information for conference committee:

Steve DePaola: sdepaola@thomas.edu
Kimberly Mannahan: kmannahan@ccga.edu
Jennifer Andrews: Jennifer.Andrews@morehouse.edu
Heather Kelley: hkelly@valdosta.edu
Charles Talor: crtalor@valdosta.edu
Dan Webster: dwebster@georgiasouthern.edu

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

SOUTHEASTERN JOURNAL OF PSYCHOLOGY

A publication of the Georgia Psychological Society

Georgia Psychological Society

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Member.....	Charles R. Talor, PhD, <i>Valdosta State University</i>
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Past Member.....	Blaine Browne, PhD, <i>Valdosta State University</i>

2018 Conference Coordinators

Coordinator.....	Steve DePaola, PhD, <i>Department of Psychology, Thomas University.</i>
Coordinator.....	Kimberly K. Mannahan, PhD, <i>Department of Social Science, College of Coastal Georgia</i>
Coordinator.....	Jennifer Andrews, PhD, <i>Department of Psychology, Morehouse College</i>
Coordinator.....	Heather Kelley, PhD, <i>Department of Psychology, Counseling, and Family Therapy, Valdosta State University</i>
Coordinator.....	Dan Webster, PhD, <i>Department of Psychology, Georgia Southern University</i>
Coordinator.....	Charles R. Talor, PhD, <i>Department of Psychology, Counseling, and Family Therapy, Valdosta State University</i>

Regional Representatives

- Northern Georgia Region, Katherine Wiegand, kwiegand@gmail.com, *North Georgia Region.***
- East Central Georgia, Daniel Webster at dwebster@georgiasouthern.edu, *Georgia Southern University***
- Southeast Georgia, Kimberly Kinsey Mannahan, kmannahan@ccga.edu, *College of Coastal Georgia***
- 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:

**2018-2020*

***2016-2018*

REGISTRATION

Registrations will be taken in the main lobby of the Smith-Bonvillian Hall, Thomas University, Thomas, Georgia, from 7:50 am to 10:00 am Saturday, April 21, 2018. Conference registrations include 2018 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 Smith-Bonvillian Building and parking areas are shown on page iv. Driving directions and map to Thomas University are also shown on page iv. Lunch is provided with conference registration. Lunch will be served in Hawk's Cafeteria at 12:15 pm to 1:15 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.

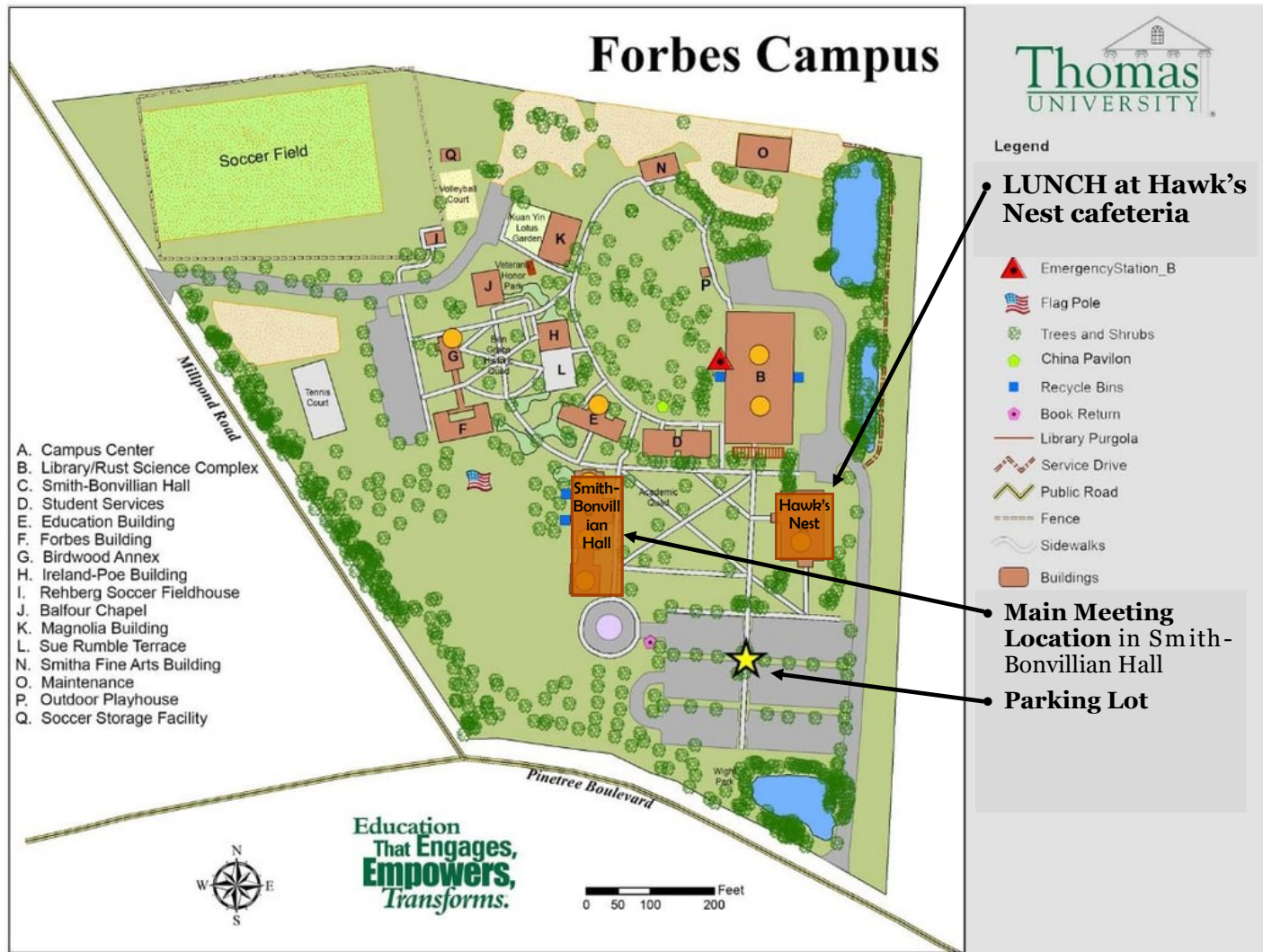
ACKNOWLEDGEMENTS

The Georgia Psychological Society is pleased to acknowledge the following universities, colleges and members and their affiliations in their support for our organization and for our 13th annual meeting.

1. Thomas University, host of the 13th annual meeting
2. Department of Psychology, Thomas University, host of the 13th annual meeting
3. Department of Psychology, Counseling, and Family Therapy, Valdosta State University
4. Steve DePaola, PhD, on-site conference co-coordinator, Thomas University
5. Dan Webster, PhD, reviewer and conference co-coordinator, Department of Psychology, Georgia Southern University
6. Jennifer Andrews, PhD, reviewer and conference co-coordinator, Department of Psychology, Morehouse College.
7. Heather Kelley, reviewer and conference co-coordinator, Department of Psychology, Counseling, and Family Therapy, Valdosta State University
8. Kimberly Mannahan, PhD, reviewer and conference co-coordinator, Department of Psychology, College of Coastal Georgia
9. Charles R. Talor, PhD, reviewer and conference co-coordinator, Department of Psychology, Counseling, and Family Therapy, Valdosta State University
10. And 2 anonymous reviewers

Thank you.

Campus of Thomas University



The thirteenth annual meeting of the Georgia Psychological Society will be held in the on the campus of Thomas University in Thomasville, Georgia. Meetings will be held at the Smith-Bonvillian Hall, and lunch will be served at the Hawk's Nest Cafeteria at the Campus Center. Parking is available next to both Smith-Bonvillian Hall and the Campus Center.

13th annual meeting of the Georgia Psychological Society

Saturday, April 21, 2018

Thomas University, Thomasville, Georgia

TABLE OF CONTENTS

REGISTRATION.....	iii
GENERAL INFORMATION	
Lunch.....	iii
ACKNOWLEDGEMENT	
Listing of supporting colleges, universities, and members.....	iii
MAP (Thomas University).....	iv
PROGRAM.....	1
General Poster Session.....	1
Workshops 1 & 2 (GRE test preparation)	4
Invited Presentation: Don Rapp: Neurology of balance.....	4
Keynote Address: Mridul Mazumder, M.D.	4
<i>Overview of Dementia: Principles adaptable to health psychology</i>	
Paper Session 1: Processes of gerontology and aging.....	5
Paper Session 2: Science education and rural school achievement	5
Lunch at the Hawk’s Cafeteria.....	5
Psi Chi Poster Session	6
Paper Session 3: Moral injury and psychological well-being.....	7
Ice Cream Social	7
At a glance schedule for April 21, 2018.....	10

Proceedings of the Thirteenth Annual Meeting of the Georgia Psychological Society April 21, 2018

Onsite Registration

7:50 am—10:00 am

Smith-Bonvillian Hall

Main Lobby

*Complimentary coffee and donuts to
10:30 am*

General Poster Session

8:30 — 9:30 am

Smith-Bonvillian Hall
Main Lobby

Setup begins at 7:50 am

McDaniel, M., & Blankson, A. N. Spelman College,
RISE Program for Spelman College
(mmcdan13@scmail.spelman.edu;
ablanks1@spelman.edu)

This research seeks to examine whether one's risk-taking attitudes mediates the relationship between peer pressure and substance use regarding cigarettes, alcohol, and marijuana usage among adolescents over a period of several years. By using structural equation model analyses, this study will allow for researchers to better understand the relationship between peer pressure, risk-taking, and substance use.

McClenny, C. S., Thomas University, Just Scratching the Surface: Under-Prepared Students' Approaches to Academic Writing
(cmccleddy@thomas.edu)

Many under-prepared students view writing as a struggle, something they will never get

“right.” In contrast, proficient writers seem to have a collection of productive strategies, beliefs, and attitudes that enable them to succeed in academic writing. This study sought to better understand the writing approaches weaker college writers. Results suggested that weak writers were less reflective and more impulsive in their writing approaches.

Elwood, L., Blankson, A. N., Spelman College, An Analysis of Religious Coping in the Relation Between Age and Stress

(lelwood@scmail.spelman.edu;
ablanks1@spelman.edu)

A correlational test was conducted to examine religious coping as a potential moderator of the relation between age and stress. It was expected to be a significant moderator such that the positive association would be for those who employ fewer religious coping methods. For those who use it, the association between age and stress was expected to be negative. Results can provide coping mechanisms for religious counselors and non-religious counselors to help decrease stress levels.

Arrastia, M. C., Talor, C. R., Grimes, L., Adams, K. S., & Garcia, S. Valdosta State University, Finding a Fit: Examining Frequencies of Major Change Among Psychology Students

(mcarrastia@valdosta.edu; crtalor@valdosta.edu;
legrimes@valdosta.edu; ksadams@valdosta.edu;
sygarcia@valdosta.edu)

When a college student declares a major, a number of thoughts and influences impact decision making. One important consideration is the focus of the major and whether that focus is compatible or enhancing ones' life goals. The present study examined the declaration of major and final major at graduation for undergraduate students in psychology. Frequency of those declaring a psychology major and completing a psychology degree were compared to: 1) those declaring a psychology major and switching to another major for graduation, and 2) those declaring in a non-psychology major and switching to psychology for graduation.

Talor, C. R., Valdosta State University, Changes in drug use and religiosity across two college cohorts (crtalor@valdosta.edu)

The present study examined how different cohorts of students in Georgia varied in the use of three drugs and religiosity over a ten year period. The cohorts were from the 2016 school year compared to a matched cohort from the 2007 school year. Participants were 404 young adults ($M = 21.23$, $SD = 4.87$ years) attending a medium sized university in the Southeastern U.S. These participants represented a number of different majors from the College of Education and Social Sciences (41%), Health Sciences (43%) with the remaining students from majors in the Fine Arts, Music, and Theater. While marijuana and tobacco use remained low and not different across both time periods, alcohol use decreased significantly.

Norris, J., & Browne, B., Valdosta State University, Effects of Stimulus Type on the Habituation of *Eisenia hortensis* (jknorris@valdosta.edu; blbrowne@valdosta.edu)

The purpose of this study is to examine how type of stimulus (touch or air puff) influences habituation in *Eisenia hortensis* (also known as the European nightcrawler). There are many different species of worm which are classified into three main groups: Epigeic which live in the surface layer of soil and consumes organic matter found on the top of the soil; Endogeic which live in the upper 3in of soil; Anecic which are the deep soil dwellers (historically these were the ones used in most past research). Much experimental research has been done using earthworms in various non-associative learning procedures. Habituation, sensitization, and some associative learning has also been demonstrated (Abramson & Buckbee, 1995). Invertebrates have been used in behavioral research for well over 100 years (Yerkes, 1912). Invertebrates make excellent organisms to study as they do not require the extensive cost in time and money that vertebrates do. Our goal is to examine the type of stimuli that leads to the strongest and quickest habituation in the worms and to examine strength of spontaneous recovery of learning 24 & 48 hours later.

The paintbrush and air puff groups produced similar habituation results. The air puff pro-

duced weaker responses to the stimulus but faster habituation. The two groups did differ on amount of responding overall, $p < .05$. See Figure 1. Spontaneous recovery data will also be presented and discussed.

Alvarez, L., Slaughter, J., Pike, B., DePaola, S., & DePaola, R., Thomas University, Misogynistic Objectification of Women Through Music (leonel.alvarezvillal@student.thomasu.edu; joy.slaughter@student.thomasu.edu; brian.pike@student.thomasu.edu; sdepaula@thomasu.edu; DePaola@thomasu.edu)

Misogynistic objectification of women has been well documented in many settings. One particular area well known for such representations is various genres of music. The purpose of this study is to examine these pervasive themes.

Webster, D. G., Fox, C., Lewis, C., Woodcock, L., Good, J., & Johnson, S., Georgia Southern University, Emotional characteristics of individuals may not affect color preference (dwebster@georgiasouthern.edu; clo4912@georgiasouthern.edu; cl05436@georgiasouthern.edu; lwo4728@georgiasouthern.edu; jgo6474@georgiasouthern.edu; sj03252@georgiasouthern.edu)

Emotional responses to color have been proposed to mediate our perceptions of many stimuli, including even our perception of taste (Gilbert, Fridlund, & Lucchina, 2016). Links between color and emotion have often been demonstrated across cultures (e.g. Gao et al 2007) and differences in responses to color are the basis for Color Therapy. Colors are designated as warm or cool in color therapy; this is generally determined by a color's position in the color spectrum; with warm and cool colors proposed as portraying different characteristics.

Participants in the current study completed two emotions scales (the EDI and PANSA-X: Positive and Negative Emotion Scale; Watson, Clark, & Tellegen, 1988) to determine whether emotional characteristics influence, color selection, and created a color to represent them-

selves in terms of their personality characteristics.

Women tended to be more accurate than men in their predictions of opposite gender color choices. . Previous research (Gao et. al. 2007) indicates that the basic warm/cool distinction for emotional response to color may be too simplistic as chroma and lightness appear to play a larger role than hue in these responses. These findings are consistent with the lack of significance observed for emotion tests in the present study. Although our emotional responses to color may be one mediator of our color preferences, our own emotional characteristics may not be as significant.

DePaola, R. P., DePaola, S. J., Alvarez, L., Wimberly, A., Pike, B., Rzewnicki, C., Thomas University. Domestic Violence in the Blues (rdepaola@thomasu.edu; sdepaula@thomasu.edu; leo-nel.alvarezvillal@student.thomasu.edu; aron.wimberly@student.thomasu.edu; brian.pike@student.thomasu.edu; Christopher.rzewnicki@student.thomasu.edu)

Domestic violence devastates the lives of all who experience it. However, this crisis is not a new one so much so that Blues artists incorporated it as a theme in many pieces of music. This study seeks to explore the characterization of domestic violence in Blues music. Through a content analysis, themes such as types of violence, frequency, and severity are explored.

Spivey, B. N., Spelman College, Weissman, D., University of California, Davis, Guyer, A., Spelman College, Hippocampal Volume and Environmental Stressors among Mexican Adolescents (bspivey1@scmail.spelman.edu)

The current research examined factors that may influence adolescent hippocampal volume. Data were collected from 208 adolescents of Mexican-origin and their mothers. Mothers reported their family income, and adolescents reported positive and negative parenting behaviors and participated in a structural MRI scan, which was used to determine their hippocampal volume. Adolescents who reported more positive parenting behaviors had smaller hippocampal volumes. Income and negative parenting were not associated with hippocampal volume.

Talor, C. R., & Kelley, H., Personality of pet owners and their pets (crtalor@valdosta.edu; hkelley@valdosta.edu)

Pet ownership is an important part of many people's lives. Walsh (2009a) characterized pets as companion animals with which many people form emotional bonds, a relationship which could contribute to clinical applications in families (Walsh, 2009b). While purported beneficial health effects are controversial (Allen, 2003; Herzog, 2011), the focus on relationships between human and their pets is not.

Sanchez, M., Rowan, A. M., LeCroy, V., & Talor, C. R., Valdosta State University, Personality of emojis sent in text messages (mosanchez@valdosta.edu; alrowan@valdosta.edu; vrlecroy@valdosta.edu; crtalor@valdosta.edu)

The present study examined the variability in how people use emojis as a function of the relationship of that person who is being texted. Participants were 40 undergraduate students at a medium sized university in the Southeastern United States. Most participants were Caucasian-American (40%) or African-American (47%) with an average age of 22.1 years. Selective emoji use to others was assessed by asking participants to identify from a standard pool of 60 commonly used emojis which ones they would be likely to send to their significant other/dating partner, Mother, Father, or a casual acquaintance from class or work. Pattern of results indicate many but not all Emojis are used selectively for individuals in close relationships or family, while others are used broadly and viewed as appropriate for multiple people to receive. Relationships between different emotionality of Emojis and their recipients will be discussed.

Price, J. W., Talor, C. R., Sanchez, M., Rowan, A. M., Valdosta State University. Interpretation of emoji: comprehension of emojis vary by popularity and frequency (jwprice@valdosta.edu; crtalor@valdosta.edu; mosanchez@valdosta.edu; alrowan@valdosta.edu)

The present study examined how emojis were emotionally interpreted as a function of famili-

arity and the classification of emoji. Familiarity was determined by world-wide use rankings obtained by Emojitracker.com, which monitors all emoji used in all twitter messages world-wide. A set of 30 emojis were chosen, with 1/2 selected from most frequency used emojis, and 1/2 from the least used Emojis. The classification of Emojis examined were face, hand/body-gestures, and abstract symbols. The rating survey of Emojis showed misconstruals.

DePaola, R. P., DePaola, S. J., Thomas University. Language Change and Social Media: Twitter as a Change Agent (rdepaola@thomas.edu; sdepaola@thomas.edu)

Social Media is impacting every area of human interactions. These impacts extend beyond social interactions and into how we use language. Because of the limited space and rapid pace of communication via social media, language, and for the confides of this study English, is evolving to include compensatory techniques, linguistic economy, and oralization. The purpose of this study is to examine these themes by conducting a content analysis of publically posted Twitter posts.

GRE WORKSHOPS

Group 1: 8:00 am to 9:00 am

Group 2: 9:00 am to 10:00 am
Alcove rooms 1 and 2

GRE test preparation	8:00—9:00 am
GRE test preparation	9:00—10:00 am
Alcove rooms 1 and 2	12 seats available for
Main Lobby area	each alcove room

Highsmith, J., & Drury, K., 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

Alcove rooms 1 and 2 at 2:15 pm off the main lobby. Participation will be limited to 24 participants, 12 for each alcove.

Invited Presentation **9:40—10:20 am**
Auditorium

Rapp, D., Florida State University, *Neurology of balance, exercise and aging.*

Dr. Rapp is a Professor Emeritus at Florida State University. In 1972 he joined the Department of Child Development, College of Human Science, retiring in 1995. During retirement Don studied the Neurology of balance which culminated in his book: *On Balance: Mastery of Balance for Life*. It capsulizes his unique neurological approach to balance enhancement. Don is a certified personal trainer, and since 2001 has worked at Premier Health & Fitness Center specializing in fall prevention and balance.

Keynote Address **10:30—11:15 am**

Keynote Address

Mridul Mazumder

Overview of Dementia: Principles Adaptable to Health Psychology

Auditorium

10:30 – 11:15 am

Dr. Mridul Mazumder, *Florida State School of Medicine*. Overview of Dementia: Principles adaptable to health psychology.

Dr. Mazumder is an Assistant Professor for Geriatric Medicine at Florida State School of Medicine, and Assistant Professor for Geriatric Medicine at Florida State University.

His invited talk will focus on areas such as neuroanatomy, pathology, genetics, medications and funding for research

His clinical work specializes in dementia. As the Clerkship Director of Geriatrics at Florida State University, he coordinates fourth-year medical student geriatric rotations in the

greater Tallahassee area. Dr. Mazumder earned his M.D. at the University of Arkansas for Medical Services in 2004.

Dr. Mazumder has research experience in coronary angioplasty, lung airflow pattern modeling, and cerebral lithium uptake. His undergraduate degree is in Electrical Engineering.

Recent publications and presentations

Mazumder, M., & Ratliff, B. (2017). Administration of New Telepsychiatry Programs in Public Psychiatry and Applications in Geriatrics. In S. Srinivasan, J. Glover & J. Bouknight (Eds.) *Geriatric Telepsychiatry*. Cham, Switzerland: Springer.

Mazumder, M. (2012, October). *Personality disorders: An overview in the geriatric population*. Poster session presented at the meeting of the 64th Institute on Psychiatric Services, American Psychiatric Association, New York, NY.

Paper Session 1 11:25 am—12:15 pm Auditorium

Invited presentations on processes of gerontology and aging

Burch, D., Thomas University. *Do you see what I see? The value of informant interviews following a maternal death review*.

Holds a M.S. in nursing from Florida State University, and will complete her D.N.P. in May 2018 from Samford University. She has been a consultant for the Centers of Disease Control and Prevention.

Yambor, J., & Yambor-Maul, A., Thomas University. *Sport psychology: Skills for sports and life*.

Dr. Yambor is the director of optimal performance training at Thomas University. Her doctoral training is in Sport Psychology. Ms. Yambor-Maul is a graduate of the University of Florida and Olympic trial qualifier in 2012 and 2016.

Paper Session 2 11:25 am—12:15 pm Classroom off main lobby

Education and achievement

Jones, M., Spelman College. *Moderation analysis of processing speed on executive functioning and math achievement*.

In solving mathematical problems, children are expected to not only come up with potential solutions, but also hold the potential solutions in their immediate short term memory and manipulate this information prior to arriving at a final solution. The present investigation examined the variances of speed upon which students are able to manipulate this information to determine the affect of the relationship between executive functioning and math achievement.

Grimes, L. Valdosta State University. *Rural school counselors and career development*.

Rural prosperity is influenced by a number of factors including job prospects, accessible healthcare, and thriving schools. Using data from the Rural Schools and Community Trust, this presentation details selected factors relevant to the struggles in rural education in Georgia. The presenter highlights the ways in which rural school counselors provide career counseling to meet the unique needs of rural students.

Catered Lunch

Hawk's Cafeteria
Student Center
(across campus)

Please present your name tag at the counter

12:15 – 1:15 pm

PSI CHI POSTER SESSION

Classroom off Main Lobby
Smith-Bonvillian Hall

1:15 – 1:45 pm

PSI CHI Poster session 1:15–1:45 pm

Classroom off main lobby
Smith-Bonvillian Hall

Blakey, A., Spelman College, & Andrews, J., Morehouse College. A Preliminary Assessment of Internal States and Well-Being Measurement through Birth Narratives Across Gender (ablakey@scmail.spelman.edu; jennifer.andrews@morehouse.edu)

Since 1986, when the first links between storytelling and coping were identified by John Pennebaker, the field of psychosocial well-being has vastly grown. The field now encompasses many new areas of psychology, including psychological well-being and family relationships. However, much is needed to explore the mechanisms of positive mental health. Toward this end, research measuring well being and storytelling, or narratives, can give insight on positive mental health of individuals and families.

The current study focused on well-being and the stories families tell to one another about one's birth, known as birth narratives. In particular, gender differences in birth narrative, language coding internal states, and outcome data on family well-being outcome were examined. Participants were 140 Spelman and Morehouse College students. Participants completed an online survey soliciting stories, birth narratives, and outcome measures related to family functioning, locus of control, hardiness, and family history.

Baugh, A., Childers, K., & Talor, C. R., Valdosta State University. Texting distractions in both rural and city drives increase risks of car crashes in simulated driving (ambaugh@valdosta.edu; kdchilders@valdosta.edu; crtalor@valdosta.edu)

How drivers reacted to receiving and answering text messages while driving in a simulator in a

large city condition and in a rural-country condition was compared. A total of 21 young adults were assessed ($M_{age} = 20.33$ years). Most were Caucasian (73%) and African-American (20%).

All subjects received 2, one-half hour sessions of training on the driving simulator prior to actual testing, so they were familiar with controls and steering mechanisms. Each training drive was approximately 15 miles long, including turns and passing various landmarks. The driving simulator was the STISIM model 4 simulator equipped with stereo sound and 32-inch high-pixel density LG monitor.

After training, subjects were randomly assigned to a test drive in either the country simulation or city simulation. After completing the initial randomly assigned drive, subjects were then assessed in the second simulation drive to allow direct comparisons of distractions on driving safety and speed. Recorded responses included whether the text message caused a crash or delayed reaction to driving conditions, recognition of major landmarks encountered in each drive, including bicyclists, buildings, and various animals, such as dog in the city drive and moose in the country drive. In both driving conditions, delayed responding increased, as did the frequency of crashes which occurred within a minute of receiving the text.

Johnson, V., Thomas, M., Albany State University. Scientific gender stereotypes among students at an HBCU (vjohns30@Studentsasuramsedu77864.onmicrosoft.com)

Gender stereotypes were explored on fields of science and science education held by undergraduate students at a Historically Black College and University (HBCU) using the Draw a Scientist Test. Participants' drawings were assessed for stereotypic perceptions about science, as their own aspirations to become scientists.

Results showed students drew significantly more male scientists than female scientists. Female students' beliefs were of particular interest. The female sample drew 49 female scientists (29.2%), and 111 male scientists (66.1%). These proportions were compared to college student data collected 15 years ago. Overall, there was an increase in the drawing of female scientists, $\chi^2(1, N = 270) = 7.1, p = .007$, which suggests that the self-efficacy of female college students to become scientists has increased over the past 15 years. However, there was no

difference between female and male self-efficacy to become scientists $p = 0.35$. Generally, HBCU students believe they can become scientists, but that belief is not very strong, which further illustrates that the stereotype about scientists or the field of science being controlled primarily by white males is prevalent in college populations, and more specifically at an HBCU.

More work is needed to improve the self-efficacy of women and all HBCU students to become scientists. The self-efficacy of all students, regardless of sex, was slightly above the no opinion response ($M = 0.058$) and rather weak. These beliefs may impact student behaviors and aspirations more than realized, because students appear to be unaware that they have the stereotype. The research shows that the HBCU students have negative scientific and male gender stereotypes. Those stereotypes may influence the future of STEM fields.

Paper Session 3 1:55 – 2:15 pm

Classroom off main lobby
Invited Presentation

Moral Injury

Mixon, K., Valdosta State University. *Moral injury and psychological well-being.*

The concept of moral injury, or the “damage done to one’s conscience or moral compass when that person perpetrates, witnesses, or fails to prevent acts that transgress...their own codes of conduct”

In this presentation participants will:

1. Explore current literature highlighting moral injury
2. Learn why military personnel and their families are at-risk of struggling with moral injury
3. Discover various intervention strategies that infuse the concept of moral injury into existing trauma informed therapy
4. Explore ways to advocate for professional development that incorporates moral injury into trainings

Kacy Mixon is the Project Director for the [Family Development concentration](#) of the Military Families Learning Network (MFLN), a Dept. of Defense/USDA funded initiative aimed to provide professional development opportunities

for mental health clinicians and advocates working with military families. Her presentations, research and courses focus primarily on family violence, trauma, military families, and the use of technology in mental health training and professional development.

Ice Cream Social

2:15 – 2:45 pm

Main Lobby

Graduate Record Examination data table for GRE practice test workshop
Percentile ranks for GRE subtests (2016)

Score	Verbal Reasoning	Quantitative Reasoning
170	99	97
169	99	97
168	98	95
167	98	93
166	97	91
165	95	89
164	94	87
163	92	85
162	90	82
161	88	79
160	85	76
159	82	73
158	80	70
157	75	67
156	72	63
155	68	59
154	64	55
153	60	51
152	55	47
151	51	43
150	47	39
149	42	35
148	38	31
147	34	27
146	30	24
145	26	20
144	23	17
143	19	14
142	17	12
141	14	10
140	11	8
139	9	6
138	7	4
137	6	3
136	4	2
135	3	1
134	2	1
133	1	1
132	1	
131	1	
130		

Morehouse College Minority
Biomedical Research Support — Re-
search Initiative for Scientific En-
hancement (MBRS RISE)
Program

Training components include:

- ◆ A community of scholars and researchers
- ◆ Intensive academic mentoring
- ◆ Responsible conduct of research training
- ◆ Academic year mentored research
- ◆ Summer research program
- ◆ Biomedical research seminar series
- ◆ Summer laboratory techniques course for rising sophomores
- ◆ Graduate school tours

Graduate program in Indus-
trial/Organizational Psycholo-
gy at Valdosta State University

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- ◆ Articles may be submitted either electronically to the Editor in MS Word format. All articles will be peer reviewed in a blind process.
- ◆ Articles should be prepared according to the guidelines in the publication manual of the American Psychological Association (The Sixth Edition).
- ◆ Please include a 100-150 word abstract.
- ◆ Questions concerning possible contributions be directed to the Editor.

Phone: 229-249-4914

Email: crtalor@valdosta.edu

Charles R. Talor, PhD
 Interim Editor,
 Southeastern Journal of Psychology
 Department of Psychology, Counseling, and Family Therapy
 Valdosta State University
 1500 North Patterson Street, Valdosta, Georgia 31698.

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The Southeastern Journal of Psychology, Volume 13, Special Issue 1, April 2018. This is an annual journal (with one special issue in Spring), owned and published by the Georgia Psychological Society. Web copies of The Southeastern Journal of Psychology are available at no cost at <http://gpsonline2017.weebly.com>. Submit manuscripts to Charles R. Talor, Acting Editor, The Southeastern Journal of Psychology, care of Department of Psychology, Counseling, and Family Therapy, Valdosta State University, 1500 North Patterson Street, Valdosta, Georgia 31698. Phone: 229-333-5930. Email: crtalor@valdosta.edu.

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At a glance schedule of the thirteenth annual meeting of the Georgia Psychological Society, Thomasville, GA.

Saturday, April 21, 2018

Meeting locations: Smith-Bonvillian Hall, Thomas University

7:50—10:00 am	Registration <i>Complimentary Coffee and donuts</i>	Main Lobby
8:00—9:00 am	Workshop: Graduate Record Examination (GRE) practice test	Alcove 1
8:30 —9:30 am	General Poster Session (set up begins 7:50 am)	Main Lobby
9:00—10:00 am	Workshop: Graduate Record Examination (GRE) practice test	Alcove 2
9:40—10:20 am	Invited Presentation: Don Rapp, <i>Neurology of balance</i>	Auditorium
10-20 —10:30 am	Transition	
10:30—11:15 am	KEYNOTE ADDRESS: Mridul Mazumder, M.D. <i>Overview of dementia: Principles adaptable to health psychology</i>	Auditorium
11:25—12:15 pm	Paper Session 1: Invited presentations on processes of gerontology and aging	Auditorium
11:25—12:15 pm	Paper Session 2: Science Education and Rural Schools Achievement	Classroom off Lobby
12:15 — 1:15 pm	LUNCH at Hawk's Cafeteria(across campus quad)	Hawk's Cafeteria
1:15—1:45 pm	Psi Chi Poster Session	Classroom off Lobby
1:55 — 2:15 pm	Paper Session 3: Invited presentation on moral healing	Classroom off Lobby
2:15 —2:45 pm	Interpretation of Graduate Record Examination test scores	Alcove 1
2:15 — 2:45 pm	Ice Cream Social	Main Lobby

Georgia Psychological Society Contacts:

Charles R. Talor, PhD
1500 N Patterson St
c/o Department of Psychology, Counseling, and
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