

SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION CONFERENCE

**February 18-21, 2009
New Orleans, LA**

“Relationships between Adult Attachment Style and Desired Characteristics of a Potential Partner”

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Attachment theory was originally conceived by John Bowlby and his work with infant-caregiver relationships. With further research, the relationship that was once seen as a function between a mother and child has now been adapted to intimate relationships. The purpose of this study is to discover a relationship between adult attachment styles and the desired characteristics of a potential partner. Sixty Belmont undergraduate students were asked to complete surveys that would categorize them into a specific style of attachment and look at the characteristics that the participant finds attractive in a potential intimate partner. It was expected that the participants that were categorized as secure would have more similar characteristics between the opposite-sex parent and that of their ideal partner.

“Autistic Tendencies and the Ability to Infer Emotional from Facial Expressions”

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Research suggests that Autism and related disorders function on a spectrum. Because of this spectrum model it can be said that every individual could be placed somewhere on the spectrum due to the amount of “Autistic tendencies” that they exhibit. These Autistic tendencies include advanced systemizing and difficulty in social understanding. Previous studies have shown that individuals high on the Autism Spectrum have difficulty in social situations because they process nonverbal cues in either a different or impaired way compared to the general population. Because Autism disorders function on a spectrum and autistic tendencies can be found in typically developing populations it was hypothesized that the more autistic tendencies an individual displayed the more difficulty they would have with perceiving emotion based on visual cues. Sixty college students enrolled in an Introduction to Psychological Sciences class at Belmont University will be given the “Reading the Mind in the Eyes” test. The test includes thirty-six power point slides to be viewed for twenty seconds each. Every slide has one picture of a pair of human eyes and four adjectives that could be used to describe what the person in the picture is thinking or feeling (Baron-Cohen, Wheelwright, Hill, Raste, & Plumb, 2001). A high score on this test indicates high ability in effectively processing expression to infer the emotion or thoughts of another person. Participants will also be given the Autism Quotient test. The AQ has fifty statements to which the participants will rate themselves on a four point Likert scale (definitely agree, slightly agree, slightly disagree, definitely disagree). The questions are designed to measure autistic tendencies both in individuals with Autism spectrum disorders as well as typically developing

individuals by asking the participant to rate their behavior in social situations and habits in reference to systemizing behaviors (Baron-Cohen, Wheelwright, Skinner, Martin, & Clubley, 2001). High scores on this test indicate a high incidence of autistic traits; generally, people diagnosed with an Autism spectrum disorder will score a 32 or above. Participants will also be asked to indicate their gender and college major. Research suggests that in general males are stronger in systematizing and females are stronger in empathizing which should result in males scoring higher on the Autism quotient test and lower on the “Reading the Mind in the Eyes” test, and females scoring the inverse of this. Research also suggests that people who are very good at mathematics and physical sciences are stronger at systematizing than people who have chosen to pursue careers in non mathematics or physical science related areas (Baron-Cohen, Wheelwright, Skinner, Martin, & Clubley, 2001). This should result in students reporting a college major in fields related to math or science having higher scores on the Autism quotient test and lower scores on the “Reading the Mind in the Eyes” test. Results from the two tests will be analyzed to see if there is a correlation between scores as well as to see if there is a correlation between the scores and gender or college major. It is expected that there will be a negative relationship between the “Reading the Eyes in the Mind” test and the Autism Quotient test.

“Student Influence in the Classroom: Attitudes and Behaviors Toward Managing Professors”

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The college classroom consists of complex patterns of student-faculty interaction. Professors attempt to create interest and motivate students to do well; students may attempt to influence or manage the behavior of professors by asking them, for example, to move assignment dates or reduce a reading load. Within the classroom environment, students may also exhibit an orientation toward either learning or grades. Learning-oriented students are more likely to view coursework as a means of acquiring new knowledge, whereas grade-oriented students are more likely to view coursework as a means of acquiring a desired grade (Eison, 1981, 1989). The purpose of this study was to develop a new self-report instrument to measure the beliefs and behaviors of students related to how they attempt to manage professor behavior. We hypothesized that this new measure would demonstrate adequate internal reliability and would be positively related to grade orientation and negatively related to learning orientation among students (Eison, 1981). Fifty-eight (16 men, 41 women, 1 unreported, mean age =19.4 years) students enrolled in Introduction to Psychological Science courses participated in the study. One participant was omitted due to submission of incomplete questionnaires. Participants completed two scales. The Classroom Behavior Questionnaire (CBQ) is a three-part measurement of student beliefs and behaviors related to managing professors. Part I consists of 12 Likert type (5 pt. scale) items measuring beliefs about managing professors, and Part II consists of 12 Likert type items assessing behaviors. Part III consists of 4 open-ended questions about the characteristics of both professors susceptible to influence and students who attempt to manage professors. The LOGO II (Eison & Pollio, 1986) consists of 32 Likert type items, 16 measuring grade orientation and 16 measuring learning orientation. Scales were administered in counterbalanced order and the procedure took approximately 20 minutes to complete. Between 10 and 15 students participated in each testing session. Part I (beliefs) of the CBQ showed poor internal consistency (Cronbach’s $\alpha=.17$), whereas Part II (Behaviors) showed excellent internal consistency (Cronbach’s $\alpha=.91$). The correlation between Parts I and II of the CBQ was not significant ($r = .660, p = .05$). Learning orientation was unrelated to Part I ($r = -.101, p > .05$) and Part II ($r = .103, p < .05$) of the CBQ. Grade orientation was also unrelated to Part I ($r = -.062, p < .05$) and Part II ($r = .006, p > .05$) of the CBQ. The qualitative data in Part III of the CBQ will be analyzed at a later date. As predicted, Part II of the CBQ demonstrated adequate internal reliability, but Part I did not. In addition, no significant relationship was found between the participants’ beliefs and behaviors in regard to managing professors. Students may endorse managing professors in theory but not in practice; for example, they may enjoy receiving the benefits when another student successfully manages a professor, but may abstain from making such attempts at influence themselves. Or, students may engage in behaviors related to managing professors but may be unwilling to admit such behavior. Our second prediction, that the CBQ would be

positively related to grade orientation and negatively related to learning orientation, was also unsupported. Grade oriented students were no more likely to endorse or engage in management of professors than learning oriented students. This finding suggests that orientation is unrelated to attempts to influence professors. Future research should consider other personality factors, such as those measured by the NEO Personality Inventory in relation to the beliefs and behaviors measured by the CBQ. One limitation of this study was the young age of participants. Future research should address this limitation by including older participants.

“Dream Content: Belmont Undergraduate Students Versus the Norm”

Luke Lancaster
Faculty Advisor: Dr. Michael P. Sullivan

Dreams have been the source of much speculation for well over a hundred years. Sigmund Freud called dreams the “Royal road to the unconscious” (Freud, 1899), and this view of dreams has survived to this day. But very little actual research on dream content has been done, and none concerning particular types of college students. In this study forty-six Introduction to Psychological Science students volunteered and were given course credit for their participation. Eleven males and thirty-five females volunteered, and their mean age was 20.2 years old. Each participant recorded a dream and their individual demographics (age, gender, classification, year in school, etc.) during the study. The dreams were coded using the Hall and Van de Castle normative system for content analysis (Appleton, Century, Crofts, 1966). Each dream was coded for characters and settings. The sample was found to be different from the norms in both the character and setting areas, with some large differences emerging in both of those parts.

“Religiosity of Parents and Internalization of Norms”

Luke Lancaster, Drue Williamson & Meredith Graves
Faculty Advisor: Dr. William H. Bailey & Dr. Linda D. Jones

The Bible states that if you “raise up a child in the way he should go when he is old he will not depart from it.” But is this really the case? Is it true that people generally follow after the guidance and values of their parents? This is what this study aimed at finding. Bader and Desmond (2006) found that when both parents have beliefs that are consistent with their behavior (i.e. they go to place an emphasis on organized religion and go to church) transmission of those beliefs is higher than when the beliefs and actions are incongruent. We believe that the emphasis that parents place on religiousness will have a positive correlation to the internalization of values and beliefs. We also expect to see more polarization of the beliefs if the parents placed little to no emphasis on religious things. We think that this will happen because if a person has religious beliefs but no emphasis placed on such thing by their parents that they came to these beliefs of their own volition. We measured the level of religiousness of our sample by using the Religiosity Measures Questionnaire (Rohrbaugh & Kassinove, 1975) which we will use for demographic data. The level of parental involvement was measured by using Altemeyers Religious Emphasis Scale. This was obtained by e-mailing Dr. Altemeyer and asking him for the scale, which he provided at no cost to us. The internalization was calculated using the Christian Religious Internalization Scale (Ryan, Rigby, & King, 1993). The CRIS considered introjection and identification as measures of internalization. Introjection represents a partial internalization of beliefs (“I want other Christians to approve of me”) while identification represents adoption of beliefs (“God is important to me and I’d like other people to know about Him”). A simple demographic questionnaire was put together and gathered information like: age, gender, classification, major, hometown, and religious affiliation. Approximately fifty Introduction to Psychological Science students were used in data collection and they

were given one course credit for their participation. They were recruited through the Sona-Systems website; this site was also used to keep track of who participated and actually give the students credit for their work. Data analysis has not yet started but after merely looking at the data sets obtained we are hopeful that our hypothesis will prove true. In future studies we hope to generalize the findings to more diverse religious populations.

“Accuracy of Identifying Criminal Mug Shots in Relation to Conscientiousness”

Jamie L. Vickstrom & Sammie R. Brown

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Previous research has noted that when eyewitnesses to crimes are asked to identify the criminal by his or her mug shot, there are many inconsistencies. These inconsistencies arise from differing circumstances, such as being given an excessive number of mug shots to identify (Ask & Fahsing, 2003), a doubtful conscious not wanting to imprison the wrong person (Vidmar, 1972), the amount of time that has surpassed between the crime and the report (Lindsey and Nosworthy, 1993), and many others. All of these hypotheses give logical reasoning to eyewitness inconsistencies and focus on the errors of witnesses. However, one may ask, do witnesses accurately identify criminal mug shots on an equal scale to begin with when not based on situational factors? What if there is a predetermined measurement of how accurate a witness can be with identification? This measurement may be personality. O’Conner and Paunonen (2007) found that specific personality traits can be predictors of post-secondary academic performance. Such traits included high levels of conscientiousness and openness to experiences. Barrick and Mount (1993) also found that people who succeed in job performance and that tend to climb the career ladder faster have conscientiousness and extroversion ranked as prominent personality traits. Both of these studies and many more prove that the trait conscientiousness is valuable in terms of success. Therefore, it is relevant to predict that after witnessing a crime, people who are more conscientious will be more accurate in selecting criminal mug shots than those who are less conscientious. This study examines the correlation of correctly identified criminal mug shots in relation to high and low scores of conscientiousness. Participants watched a 40 second video of a misdemeanor crime and were then given two small personality inventories. The first inventory specialized in measuring conscientiousness and the second was a general measurement of all the Big Five personality traits. The purpose of the second inventory was to examine if potentially other characteristics in combination with conscientiousness or standing alone were correlated with accurately identifying the criminal mug shot. Each inventory was approximately 30 to 40 questions. Afterwards, participants were given 6 mug shots and a rating scale from which to identify the correct criminal previously seen in the video and to rate their level of confidence in their decision. The results of this study may provide a further explanation for criminal identification inconsistencies and may advise the criminal justice system additional caution.

“Intercultural Sensitivity in a College Population”

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Today’s society emphasizes cultural well-roundedness on a variety of platforms. In high school, students are required to take foreign language classes, and in college, students are encouraged to take mission trips and study abroad. One of several goals of these endeavors is to increase the student’s intercultural sensitivity. Intercultural Sensitivity (ISS) is defined by Chen and Starosta as “one’s active desire to motivate one’s self to understand, accept, and appreciate differences among cultures” (1998). The purpose of this study is to examine if a college student’s societal experiences (e.g., racial diversity in their immediate family and high school, religious affiliation, rural or

urban hometown, and ect) will predispose him or her to have higher intercultural sensitivity. We hypothesize that students from more diverse backgrounds will be more motivated to understand, accept, and appreciate differences among cultures and, therefore, have higher intercultural sensitivity. In addition, research done by Chen and Starosta on intercultural sensitivity in 2000 showed a positive correlation between high self-esteem and high intercultural sensitivity. Chen and Starosta reasoned that a high sense of self-value is crucial to helping an individual generate positive emotion about intercultural differences. Another goal of this research is to replicate that portion of Chen and Starosta's study done in 2000. This study is a correlational design that looks at the relationship between intercultural sensitivity, self-esteem, and cross-cultural societal experiences. Sixty-four students enrolled in Introduction to Psychological Science were used in data collection and given course credit for their participation. Intercultural sensitivity will be measured using the Intercultural Sensitivity Scale (Chen & Starosta, 2000). The Intercultural Sensitivity Scale is a 24-question scale that consists of five factors, interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Participants will be asked to rate a series of questions on 5-point scale with 1 equaling strongly agree and five equaling strongly disagree. Self-esteem will be measured using Rosenberg's Self-Esteem Scale (Rosenberg, 1965). The Rosenberg Self Esteem Scale is a 10- question survey that is assessed with a 4-point scale from strongly agree to strongly disagree. Societal experiences will be measured using a researcher developed questionnaire (e.g., diversity of family, diversity of neighborhood, diversity of high school, and ect). The Cross Cultural Societal Experience scale is an 8-item questionnaire that provides a measure of the examinee's cultural exposure. All of the surveys take approximately fifteen minutes to complete. Data analysis includes gathering descriptive statistics on the participants and examining the correlation of the total scores between ISS and self-esteem and cross-cultural environmental experience. The results of data analysis provided statistically significant correlations between total ISS and the number of travel experiences out of the country with $r=0.338$ and $p < 0.01$. Also, there were significant correlations between the amount of neighborhood diversity and intercultural interaction confidence and intercultural interaction attentiveness with $r= 0.248$ and 0.257 respectively and $p < 0.05$. Our hypothesis was partially supported. Students who had more culturally diverse backgrounds, because of travels out of the country or their neighborhood's diversity, had a higher level of intercultural sensitivity. Limitations of the study included a lack of racial and gender diversity in the sample. In future studies, we hope to gather and analyze data from more racially diverse populations such as students at a historically black college.