Psychological Science IV
JAAC 5009

7:00 p.m.-7:15 p.m.

The Revision of the Academic-Occupational-Relational Entitlement Scale

Abigail Smith
Lonnie Yandell, Ph. D.

Depending on an array of social and personal factors, a person may believe they deserve different or better treatment than others. The expectation that one deserves special treatment over others, as well as exemption from normal social roles and consequences is known as entitlement (Raskin & Terry, 1988). The purpose of this study is to improve the reliability and validity of a recently developed scale that measures entitlement in college students called the Academic, Relational and Occupational Entitlement Scale (AROES). This scale is a multi-dimensional scale that generates a general entitlement score as well as three other scores that correspond to three different dimensions of entitlement. Eighty-nine Belmont University participants filled out a demographics form and 5 questionnaires, including the revised AROES measure (AROES-R), on the online system Qualtics. AROES-R contains the same number of items as AROES original; however, the items on AROES-R are revised to include both trait and state entitlement. I hypothesized that AROES-R, would have construct validity, in the form of convergent and discriminant validity, and inter-item reliability.

7:15 p.m.-7:30 p.m.

The Replenishing Effect of Humor on Task Persistence

Kayla Evans
Faculty advisor: Lonnie Yandell, Ph.D.

Cheng and Wang (2015) found that participants who were exposed to humorous stimuli were more persistent at completing tasks than those exposed to neutral stimuli. The researchers found a positive relationship between persistence and a self-enhancing humor style, but did not look at maladaptive humor styles (Cheng & Wang, 2015). The present study further investigated the relationship between humor and task persistence. Fifty two participants from Belmont University introductory psychology courses completed the Humor Styles Questionnaire (Martin et al., 2003) and an ego depletion task (Baumeister et al., 1998). Participants watched either a humorous or neutral video and then rated their emotions with the Discrete Emotions Scale (Gross and Levenson, 1995). After viewing the video they were given 100 simple multiplication problems and were told to complete the problems, but that they could stop at any time. I expect that after ego depletion participants presented with a humorous stimuli will persist longer than participants exposed to a neutral stimulus. I also predict that participants with higher adaptive humor styles will persist than those with lower adaptive humor styles. Conversely, I predict participants with lower maladaptive humor styles will persist longer than those with higher maladaptive humor

styles. This study hopes to add to existing research, and provide support for future research in humor and task persistence.

7:30 p.m.-7:45 p.m.

Stress Response in College Students

Abigail Smith, Kelli Alden, Paige Robinson and Maddison Clarke Williams
Faculty Advisor: Linda Jones, Ph.D.

Stress response is the body's physiological reaction to a stressor and is dictated by the sympathetic nervous system (Straub, 2017). The purpose of this study is to look at stress response in college students and assess whether personality, gender, and social environment affect physiological stress response. XX Belmont University participants completed a demographics form, an introversion measure, perceived stress questionnaire, and were given a Garmin fitbit bracelet to track their heart rate. Participants were then randomly assigned to either a group condition or an individual condition. Participants in both conditions were given 5 minutes to complete a logic puzzle. A confederate worked on the puzzle with the participant in the group condition. Participants were told that during the 5-minute interval their ability to solve the puzzle was being evaluated and that they would be given feedback at the end of the time-period (participants were not actually being evaluated and were not given feedback). Their heart rate was taken prior, during and after the 5-minute interval. We hypothesized that (1) participants, regardless of being introverted or extroverted, would respond better to stress in a group setting than individually, and (2) women, regardless of being introverted or extroverted would respond better to stress in a group setting than men.

7:45 p.m.-8:00 p.m.

The Relationships between Impulsivity, Self-Control, and Academic Achievement in College Students

Sielo Coleman, Ryan Jensen, Kayla Evans, Angela Pearcy, and Ethan Blackbird
Faculty advisor: Patrick Morse, Ph.D.

Many factors contribute to academic performance, and research supports an inverse relationship between impulsivity and academic achievement. The relevant literature additionally asserts self-control as an antonym to impulsivity, supporting a positive relationship between self-control and academic achievement. The purpose of this current study was to investigate the relationships between impulsivity, self-control, achievement goals, and perceived academic achievement in college students. We hypothesized that impulsivity would have a negative relationship with self-control and academic achievement. The participants included 57 Belmont University students between 18 and 22 years old. Each participant completed the Perceived Academic Achievement Scale developed by the researchers, the Barratt Impulsiveness Scale (Patton, Stanford, & Barratt, 1995), the Self-Control Scale (Tangney, Baumeister, & Boone, 2004), the Achievement Goal Questionnaire (Elliot & Murayama, 2008), and displayed their grade point average on DegreeWorks to the researcher. The researchers conducted multiple Pearson's r analyses to

determine the correlations between several pairs of variables. The researchers found no significant correlations between impulsivity and any measures of academic achievement. Additionally, the researchers found no significant correlations between self-control and any measures of academic achievement. The results do not support the researchers' hypotheses but are consistent with conflicting results of past research.

8:00 p.m.-8:15p.m.

Stress Perception and Physiological Outcomes

Ryan Jensen, Scott Dietz, Kathryn Dickenson, Abigail Harris, Kelly Alden, Zach Stenzel
Faculty Advisor: R. Mansfield, Ph.D.

In the past, research has shown that stress has a wide array of symptoms on the human body. Most view stress as a negative to be avoided at all costs. However, some researchers have put time and effort into researching the positive effects of stress on humans. Research has been conducted on the perception of stress (Keller et al.). This research focuses on the positive perception of stress and its effects on the human body. The current researchers are studying the perception of stress, and if a positive perception of stress has an outcome on testing scores. This is done by giving participants two stressful tasks, and priming half of them with a more positive perception of stress, all while measuring their skin conductivity with Galvanic Skin Response.

8:15 p.m.-8:30 p.m.

The Relationship Between Weight Stigma and Food Choices

Meghan McGath, Abigail Harris, Marilyn Lauterbach, and Savannah Meech
Faculty Advisor: Linda Jones, Ph.D.

In the past few years, there has been an effort to lower rates of obesity using nutritional information. Research has shown that weight has not increased uniformly across the states and amongst minorities. Weight stigma and stereotype threat has been identified as a factor that is related to food choice. Under conditions of stereotype threat menu labeling can operate as a cue to facilitate self-control rather than immediately gratifying impulses (Brochu and Dovidio, 2014). The current research aims to examine the relationship between weight stigma and food choices using the Acceptance and Action Questionnaire for Weight Related Problems, Food Choice Questionnaire and three variations of a menu including no calories, calories, and calories with dietary guidelines. The current researchers hypothesize that there will be a negative correlation between weight stigma and food choices (type of foods that a person chooses to eat, based on multiple factors) .

8:30 p.m.-8:45 p.m.

Effects of Video Games on Reaction Time: Gamers versus Non-gamers

Meghan McGath, Kyle Bailey, Quinn Forrer, and Dallas Mattern
Faculty Advisor: Lonnie Yandell, Ph.D.

Video games are often thought of as unproductive activities played by lazy teenagers. Recent research suggests that playing video games can be a beneficial activity. Li Li, Chen and Chen (2016) found that after playing action videogames for 5-10 hours people showed increased

visuomotor control. Other research found that gamers responded faster than non-gamers on the Attentional Network Task (Dye, Green & Bavelier, 2009). The present research looked at whether or not playing video games affected reaction time and attention. The reaction time test involves clicking the spacebar on the keyboard whenever a red circle appeared on screen, while the attention test involves clicking the spacebar whenever three even or three odd digits are spotted in a series of numbers are consecutively projected onto the screen. Thirty-eight Belmont University participants completed the Simple Reaction Time test *(Millisecond)* and the Rapid Visual Information Processing test *(Millisecond)* which are both measures of reflex and attention. Participants then participated in a virtual reality video gaming experience playing Fruit Ninja for ten minutes, which involves slashing at fruits thrown in the air. They were then given the same two reaction time tests after playing the game and their scores were compared. A demographic questionnaire separates gamers from non-gamers. We expect people who regularly play video games to have faster reaction times and higher performance on attention tasks, and performance scores will improve more greatly for non-gamers. This study provides a new understanding to how video games can be used to strengthen the attention span.